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A self-survey which is the culmination of several years' effort on the part of the entire faculty. Each faculty member participated in the study by serving on a committee that had responsibility for studying one phase of the college. Each committee report was subjected to careful analysis and revision by the whole faculty.

The study covers the history of the college, its educational task, organization and administration, the curriculum, facilities and equipment, the library, the faculty (personnel, organization, and conditions of service), the Olivet student (admissions, orientation, health services, living conditions, student life, athletics, religious programs, financial assistance and vocational placement), measures of achievement (testing program, dropouts, transfer students, and postgraduate activities), physical resources, and financial matters. It concludes with a chapter indicating future goals and presents a brochure of a master plan designed to be flexible enough to allow for construction to begin on any one part and to permit completion over an extended period of time.

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OLIVET COLLEGE

A SELF-SURVEY REPORT

1959-1960

by the Faculty

COND:1844

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OLIVET COLLEGE • OLIVET, MICHIGAN

ED000709

OLIVET COLLEGE

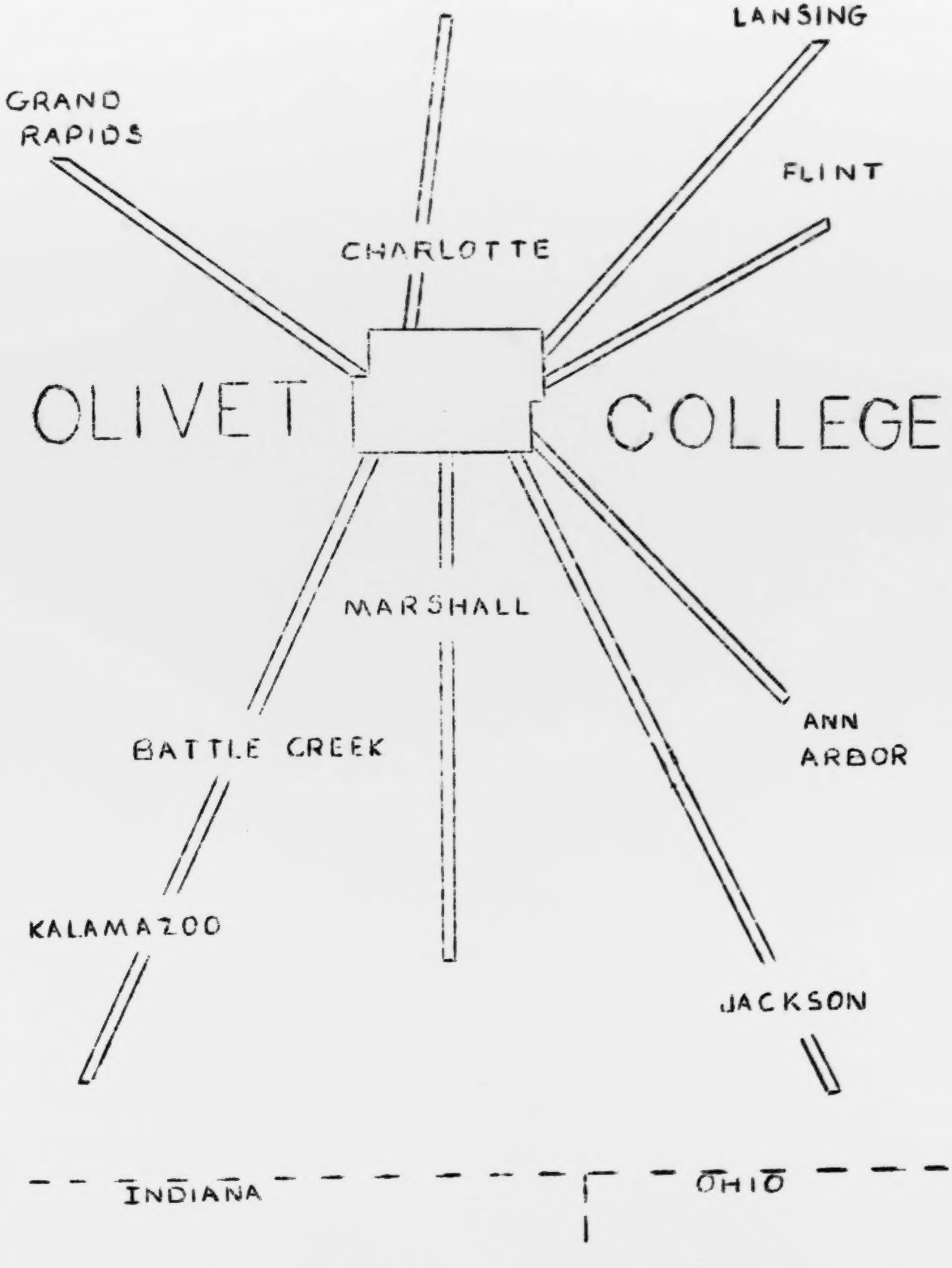
A SELF-STUDY REPORT

1959-1960

by the Faculty

As submitted to the Commission on
Colleges and Universities of the
North Central Association of Colleges
and Secondary Schools

OLIVET COLLEGE OLIVET, MICHIGAN


LANSING
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FLINT
CHARLOTTE
OLIVET
COLLEGE
MARSHALL
ANN ARBOR
BATTLE CREEK
KALAMAZOO
JACKSON
INDIANA
OHIO

FOREWORD

During the last six years the faculty and administration of Olivet College have made three intensive studies of all aspects of the College. The self-study of 1954-1955 proved to be of great help in making plain the strengths and weaknesses of the College and in providing clear goals for its development. It revealed the part that everyone could play in strengthening the student body, the faculty, the role of the trustees, the finances, the sources of support, the curriculum and the academic standards.

During the academic year 1958-1959, the College undertook a second formal self-study. As the year drew to a close, it became apparent that certain goals, as yet unfulfilled, were so near to attainment that the College would be in a much more favorable position to make application for accreditation by the North Central Association if it devoted twelve months more to an intensive effort to improve itself in all respects. Consequently, in the fall of 1959 it undertook yet a third self-study, with the intention of meeting the standards that it thought to be desirable for a college such as Olivet.

This present self-study is the culmination, then, of several years of steady and determined effort. In it every member of the faculty has played a part. Each faculty member was assigned to a committee that had the responsibility of studying one phase of the College. The report of each committee was submitted to the whole faculty, which subjected it to careful analysis and revision. After each report had been approved it was included in this self-study analysis.

The committees and their membership were as follows:

COMMITTEE	MEMBERS
Steering Committee	Dr. Newcomer, Chairman (Dean of the College) Dr. Copps (English) Dr. Mitchell (Education)
A Short History of the College 1844-1960	Dr. Thomas, Chairman (Music) Mr. O'Kelley (English) Miss Troutner (Classical Languages) Dr. Paz (Music)
The Educational Task	Dr. Newcomer, Chairman (Dean of the College) Mr. Hanson (Librarian) Mr. Stevens (History) Mr. Mitchell (History) Mr. Whitney (Art) Mr. Gruen (Chemistry)
Organization and Administration	Mr. Riethmiller, Chairman (President) Dr. Newcomer (Dean of the College)
Curriculum and Instruction	Dr. Thomas, Chairman (Music) Mrs. Hanson (Mathematics) Miss Mitchell (Registrar) Dr. Newcomer (Dean of the College) Dr. Hendrick (English) Mr. Blake (Drama) Mr. Barnes (Music) Mr. Hanson (Librarian) Mr. Mitchell (History) Dr. Dykhouse (Education)
Faculty	Mr. Gruen, Chairman (Chemistry) Dr. Mitchell (Education) Dr. Boucher (History) Dr. Zwart (Language) Dr. White (Philosophy and Religion) Dr. Grob (Political Science)
The Olivet Student	Mr. Gilmour, Chairman (Dean of Students) Dr. Dykhouse (Admissions) Dr. Roys (Psychology) Mr. Hastie (Chaplain) Mr. Paul (Physical Education) Mrs. Riess (Head Resident) Mrs. Livingston (Physical Education) Mr. Mitchell (History)

COMMITTEE	MEMBERS
The Olivet Student - continued	Mr. Parsell (Physical Education) Dr. White (Philosophy and Religion) Dr. Speare (Biology)
Aspects of Achievement	Miss Mitchell, Chairman (Registrar) Mrs. Gethman (Alumni Secretary) Dr. Speare (Biology) Dr. Waisanen (Sociology)
Physical and Financial Resources	Mr. Gambardella, Chairman (Economics) Mr. Vanderveer (Business Manager) Mr. Curry (Art) Mr. Riethmiller (President) Dr. Tsao (Physics) Mr. Clark (Biology)

In their continuing study of the College the committees have been mindful of the standards of the North Central Association. These standards have provided incentives to better organization, increased responsibility, financial stability, long-range planning, and sound academic achievement. Mr. John Forbes of the Association has helpfully reviewed the rough draft of this report. Dr. George Carrothers has been of great assistance in helping the College prepare itself to qualify for accreditation. Trustees, faculty and staff members, and students, recognizing the importance of accreditation, have worked willingly and hard to prepare this report.

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OLIVET: A MASTER PLAN Inside Back Cover

Chapter I

A SHORT HISTORY OF OLIVET COLLEGE 1844-1960

Some knowledge of the history of Olivet College is necessary to an understanding of the Olivet College that exists in 1960. Olivet has had a stubborn history. It was founded under great difficulty, made easier by a clear ideal and a firm purpose. Several times, from its first years to its near past, it has been threatened with failure. But always the ideal and the purpose have overridden the difficulty. In curriculum the College has never departed far from the central core of the liberal arts. In relation to its students it has never failed to keep in mind its purpose of doing them good by teaching them "the divine art and science of doing good to others." From its inception, when it declared its duty to educate young men and women of all races at a time when neither Negroes nor women had the privilege of higher education elsewhere, it has been liberal in its policy of admissions. And it has never let financial exigencies change or weaken its high goals.

Olivet College 1844-1890

On February 24, 1844, a group of 39 persons under the leadership of John J. Shipherd reached the hilltop of Olivet, dedicated to the task of founding a college on that spot. Their journey by wagon and ox team from Oberlin, Ohio, where their leader had founded Oberlin College, brought them to the place that they believed was destined to become the seat of a new home of learning. There were months of struggle, of clearing forests, of growing crops, of harnessing Indian Creek for sawing lumber and grinding grain. There came the death of their leader, disease, floods, discouragements. They did not falter.

December, 1844, saw the opening term of the new institution. Classes met in a cottage. There were nine students and a corps of three instructors direct from their studies at Oberlin. In 1846 the trustees applied to the Legislature for a college charter. The refusal of their request is attributed to a disfavor of independent colleges. The failure resulted, however, in a charter for Olivet Institute in 1848.

The school and the village prospered. Standards improved. The first chapel was the upper room of the school building that was erected in 1846. Old Colonial Hall was completed in 1849. Ladies' Hall (which burned in 1959) was begun in 1857.

The curriculum of the years of the first charter was made up of a four-year course:

1. Latin, Greek, Mathematics, Bible
2. Latin, Greek, Geometry, Surveying, Rhetoric, Psychology, Bible
3. Latin, Greek, Natural Philosophy, Chemistry, Anatomy, History, Bible
4. Astronomy, Greek, Geology, History, Philosophy, Discussion, Composition.

Courses in English were offered for teachers. In 1850 French was added. Bookkeeping, Art, and Music found a place in the curriculum, and there was promise of a Normal Department. The Library had 1,000 books. Two literary societies were founded. Students in 1856 number 72 men and 61 women.

In 1859 Olivet received its charter as a college, with the motto

Pro Christe et Humanitate. That year there were five instructors, an enrollment of 134, and a freshman class of five students in the College. There were three terms. By the end of the Civil War the library had 2,500 volumes. There were three societies. The Drury Rhetorical Prize Fund was established in 1869 (it is still in effect). Parsons Hall, a dormitory for men, was completed in 1871.

By 1880 an Art Department had been added, and a four-year conservatory course offered instruction in piano, organ, orchestral instruments, voice, and theory. There was now a faculty of 15. Students were enrolled as follows:

College:		
Classical	26	(led to the Bachelor of Arts degree)
Scientific	14	(led to the Bachelor of Science degree)
Ladies'	35	(led to a diploma)
Preparatory:		
Classical	44	
English	21	
Ladies'	29	
Art	90	
Conservatory	53	

A Normal Department of two years was added to prepare teachers for the common schools. German was added to the curriculum. The library now had 7,000 volumes. The College received the gift of the Brown Cabinet of 50,000 specimens, valued at $18,000, and the Palmer Museum of Paleontology.

By 1884 the enrollment was 324 with a faculty of 17. The library had grown to 11,000 volumes. The Normal Department had become a three-year course. The corner stone of Burrage Hall, the Library, was laid in 1889, by which time there were 15,000 volumes and 14,500 pamphlets. Mather Hall, the science building, was erected in 1885. A Department of Physical Culture was instituted. Two men's society buildings were constructed. The Ladies' Department was now operating under self-government.

Olivet College 1890-1905

The year 1890 found Olivet with almost exactly its present enrollment. It should be noted, however, that although 378 students were enrolled (over 300 from Michigan, and the rest from eighteen other states, the District of Columbia, and three foreign countries), 149 were in the preparatory department, then an important part of the Olivet program. A faculty of 20 was headed by President Horatio Q. Butterfield. The academic year was divided into three terms.

The College Department offered three courses of study. The Classical, Literary, and Scientific Courses eventuated in the A.B., B.S., and B.L. degrees, respectively. The Literary Course, though it included much Latin, replaced the Greek and Hebrew required of classics students with an emphasis on German and French. Provision was made in the Scientific Course for training in civil engineering, but the course was primarily academic rather than professional in its orientation. Master's degrees in Arts, Science, and Letters were granted to graduates who qualified themselves whether in residence ("in course") or not (pro merito) and who submitted acceptable theses. All three of the courses of study were fairly rigid, the number of electives being considerably smaller than is now the case. An extended program of Bible study was required of all students. A candidate for admission to the Classics Course was required to pass examinations in eleven areas of classical study.

The Conservatory offered no degree program in music, but diplomas were available in piano, in organ, and in voice.

An Art Department offered a course of study in Art as well as providing instruction for students in other departments. Mechanical drawing, for students in the Scientific Course, seems to have been an important offering!

The Normal Department provided training in pedagogy for those interested in teaching. Great pride was taken in a working agreement between the College and the community schools whereby "actual practice in teaching" (an innovation in those days) could be had by seniors taking the pedagogical course.

The physical plant of the College in the last decade of the nineteenth century included men's and women's dormitories (neither of which is standing at present), a gymnasium with bowling alleys, a conservatory building on the site presently occupied by the Olivet Congregational Church, together with Burrage Hall and Mather Hall, much as they exist today.

Catalogues from the years 1891 through 1894 mention a "short college course" which is substantially what would be called a junior college program today. Apparently the encouragement of an abridged college career of this sort was short-lived.

Though the years 1893 through 1895 were a time of economic depression, Olivet was not forced into a period of retrenchment. A large and a timely bequest, much of which went toward the building of the Church, kept the College in good financial condition. Despite the competition of the newly opened Alma College and of the "Michigan Agricultural College" (as an early commentator observed) Olivet continued to grow.

By 1895-1896 the College had an enrollment of approximately 400 students and was staffed by a faculty of 26 persons who included among their number two Ph. D's, both from Johns Hopkins University. The courses of study changed little in substance by the expansion that was taking place. The Art Department, for example, emerged as a full-pledged "School of Art." The Conservatory, having added an orchestra department, was offering a diploma in violin.

Effective with the class of 1897 the Literary Course became a philosophical course, terminating in the Ph. B. degree. Its content changed little, however. Yet while the three curricula were conservatively oriented they were not static: Sociology, for example, had made its way into the catalogue of 1896.

Though the size of the faculty fluctuated little during these years at the turn of the century, remaining between 20 and 30, the somewhat diminished student body seemed to warrant an even less diversified program than had been offered before. The year 1899-1900 saw a curious fusion of the Classical, Scientific, and Philosophical Courses at the junior and senior levels while some diversity still existed in the first two years. The move toward uniformity was completed in 1900-1901 when the B.S. and Ph. B. degrees were dropped and three courses of study established, all of which led to the A.B. degree. Given the designations "A," "B," and "C," they were counterparts of the Classical, Scientific, and Philosophical Courses, but more homogeneous. The Normal Department, now the Department of Pedagogy, lost its semi-independent status. The Conservatory added a fifth course (public school music) to those leading to the diploma.

The academic year of 1900-1901 was the last, for some time, to be divided into "terms." A semester plan was introduced the next year.

The standing committees for 1898-1899 are typical of the years immediately before and after: Degrees, Lecture Course, Athletics, Gymnasium, Schools and Admission to College, Schedules and Courses, and Catalogue.

In 1903 a curriculum that made possible the same sort of specialization that characterizes today's departmental majors was introduced. The seven "groups of studies," still carrying letter designations, were A, Classical; B, Greek-Philosophical; C, General Science; D, Biological-Chemical; E, Mathematical-Physical; F, Latin-Modern Language; G, Historical-Political. The next year a "group officer," one of whose functions was the signing of "the preliminary schedule of each student in his group," was placed in charge of each of the seven.

The enrollment was steadily being build up and by 1904, when

Ellsworth Gage Lancaster was inaugurated as president, it had reached approximately 280. In 1905 it was almost 300.

By this time, committee membership for faculty members was assuming something approaching its present importance. The dozen standing committees listed in the catalogue for the year 1905-1906 are: Administration, Library, Schools and Admission, Schedules and Courses, Degrees, Bulletins, Athletics, Lectures, Special Program, Lecture Extension, Students' Self Help, and Social Life. The faculty for that year included 30 persons. The Library had reached a size, by the opening years of this century, of 30,000 volumes.

Olivet College 1905-1918

The enrollment in the Preparatory Department had been dropping for some time, and it was decided that no more students would be admitted to that Department after 1906-1907.

Economics appeared in the curriculum for the first time in 1906. During this decade the offerings in language were especially rich. There was then a Department of Sanskrit and Philology offering courses in Pali, Avestan, and Lithuanian, while the French and German Departments were offering Old French and Gothic. To the A. B. degree was added that of Bachelor of Music in 1909, which continued to be awarded to music students (who might also elect a program leading to the A. B.) after the Conservatory became, in the succeeding year, the Department of Music and was "...coordinated with the other departments of the college curriculum."

The number of groups of studies was growing from seven, to eight, to nine, and in 1911, to 11. They were Classical, Economics, English-Latin-Modern Language, Historical-Political, General Science, Biological-Chemical, Mathematical-Physical, Music, Art, Germanic, and Romance. In 1914-1915 the faculty numbered 21 members, plus four special lecturers and student assistants in German, English, Physics, Chemistry, Biology, and Gymnastics. In 1915 the groups of studies were increased to 15 through the addition of a program bearing the title "Religious Work" and three courses called Pre-medical, Pre-Law, and Pre-engineering. The 21 members of the 1916 faculty managed to serve on no less than 17 standing committees.

But the College was small. Enrollments for 1915 to 1918 ran around 150. The effect of the war on the number of male students was a hard blow. After the commencement of 1918 Olivet was closed "for the duration."

Olivet College 1920-1960

In 1920, when the College was reopened with an excellent teaching staff of 26, it offered a surprisingly complete course of study. Degrees granted were the Bachelor of Arts, Bachelor of Science, Bachelor of Science in Economics and Business Education, and Bachelor of Music. A Public School Music Certificate, a Diploma in Business Administration and in Secretarial Work were offered following a prescribed two-year course, and courses of study were outlined in collaboration with the University of Michigan as preparation for the fields of medicine, dentistry, law, and engineering.

A major of 20 to 40 hours and a minor of 15 to 25 hours were required for graduation, with 16 major fields possible: Art, Biology, Chemistry, Economics, English, French, German, Greek, History, Latin, Mathematics, Music (at least one-half of which should be in History and Theory for the A. B. degree), Physics, Philosophy, Sociology, and Spanish.

Required for graduation were 12 hours of English, 16 hours of language (unless previous proficiency reduced the requirement), 12 hours of a History-Economics-Sociology combination, eight hours of a laboratory science, six hours of Philosophy-Psychology-Ethics, four of Religious Education, and six of Physical Education (total--126 for graduation).

The following year, majors in Education, Psychology, and Religious Education were added, and the next year the degree of Bachelor of Business Education was discontinued.

For a few years majors in Mathematics and Science were granted the Bachelor of Science rather than the Bachelor of Arts degree, but in the year 1926-1927 only the Bachelor of Arts and Bachelor of Music degrees remained, until the latter was also deleted in the early 1930's in an effort to make the departments conform to the educational pattern of the tutorial system then being introduced.

Occasionally after June, 1928, the Bachelor of Science degree was given, and then only in exceptional circumstances. No such degree has been awarded for many years.

Few changes in essence were seen in the first ten years, the requirements remaining essentially the same with some slight change of emphasis.

The minimum hours of a major were raised to 24 and for a minor, 18. In 1930, teaching certificates were still offered at completion of three-year courses in Music and other fields and "Life Certificates" granted after a prescribed four-year course. Education as a major field was removed, and Greek as a major seems to have disappeared by common consent. These courses and departmental honors showed awareness of the needs of superior students.

In the catalogue for 1932-1933 there were listed the following divisions:

I. Language and Literature (English, German, French, Greek, and Latin)

II. History and Social Science (Economics, History, Philosophy and Psychology, Religion, Sociology, and Education [only as a minor field])

III. Natural Sciences (Biology, Chemistry, Mathematics, and Physics)

IV. Fine Arts (Art, Music)

V. Physical Education

Requirements for graduation included two hours of Public Speaking, six hours of Composition and Rhetoric, six hours of Religion and Philosophy, and four hours of Physical Education. In addition, students were required to complete at least 24 hours in some field as a major, 15 hours in one minor, 12 in a second minor, and 8 in a third, thus achieving a breadth of choice. The three minors had to be chosen from Divisions I, II, and III.

In 1933, with the change of Administration and adoption of a modified Oxford tutorial system, graduation requirements were altered to include the passing of a Preliminary Examination and a series of Final Examinations chiefly in the major field. Content of the Preliminary Examination, normally taken at the end of two years and consisting of two three-hour examinations in each subject, was as follows:

I. A general examination in:

   1. Biological Science (Biology, Personal Health, and Mental Hygiene)
   2. Physical Science (Mathematics, Physics, Chemistry)
   3. Social Science (Economics, Sociology, and Political Science)
   4. Arts and Literature (Arts, Literature, and Music of Ancient and Medieval Times, of the Renaissance to the end of the 18th Century, and of the 19th and 20th centuries)
   5. Philosophy and Religion (History of Religion and Philosophy, Psychology of Religion and Logic, Metaphysics, etc.) (The work in the above fields summarizes emphasis taken up in each of the three terms.)

II. Special examinations in one of the above subjects.

III. Foreign Language examination.

Content of the Final Examination:

I. Final Comprehensive Examinations.

   1. Natural and Physical Sciences.
   2. Social Sciences.
   3. Language and Literature.
   4. Philosophy, Psychology, and Religion.
   5. Education.
   6. Fine Arts.
   7. Music.

II. Honors Examination in a special subject.

III. Examination in a second foreign language.

The content of examinations may be seen in the catalogue of 1934-1935 from page 48. Grades were deemphasized and designations of satisfactory and unsatisfactory were used. A system of Collections was set up for the end of each term at which each student appeared before the entire faculty to hear a summary of his work in various fields and an estimate of himself as an individual student and college citizen. He was also allowed the privilige of making his own statement concerning his studies and the College in general--a privilege acted upon only rarely on memorable occasions!

By 1935 the second language requirement was dropped except at the discretion of the tutor. The Junior Division was confined to one year, the Preliminary Examination comprising 1. Social Science, 2. Euthenics, 3. Foreign Language, 4. Preparatory Course for Senior Division concentration, with the Final Examination covering about the same field as before.

Eight senior fields for the year 1936-1937 included Natural and Physical Sciences, Language and Literature, Philosophy, Psychology and Religion, Fine Arts, and Music as before. Social Sciences were expanded to include Economics, Psychology, Religion, and Sociology, and two new fields were added--History and Philosophy, Politics, and Economics.

The philosophy of the educational program as expressed in the June, 1934, catalogue states: "The educational program of Olivet is designed to set before students a vision of their education as a unified process of development, not as the aggregate of an allotted number of subjects or courses, or as the arithmetical sum of a series of credit units. By removing emphasis from fixed requirements and courses, the College hopes to break down every barrier to the acquisition of real learning, and by permitting students to concentrate in a major field of human knowledge, give them the opportunity to acquire a mastery of their subjects....The educational program is directed toward the students as unique individuals....To insist upon a uniform program is manifestly to work hardship upon the better students who are retarded in their progress, and equally upon the less gifted members of the College community who are pressed beyond their capacity. It is designed to allow each student to find the subject of his particular interest, and within that field to learn at his own best pace under the guidance of an experienced fellow-worker."

By 1937-1938 there were listed 40 members on the faculty with visiting lecturers Ford Madox Ford and Sherwood Anderson on the campus for one term. The summer writers conferences of 1936, 1937, 1938, and 1939 brought distinguished men and women of letters and gave great impetus to the field of Literature. Impetus was given by visiting artists also, and the Olivet College Orchestra, founded by Dr. Paz in 1927, achieved a position second to none in the state.

In the fall of 1939 an experiment was tried in the form of a six-weeks orientation period, in which the student worked only with his tutor and deferred regular class work until the end of the period. He was encouraged to read widely and bring in a paper to the tutor for discussion and further direction at least once a week. This procedure was discontinued the following year because of the controversial nature of the results as far as the student's total education was concerned. It serves to bring into sharp focus the strength and weakness of the tutorial system. At its best the tutor-tutee relationship was a challenging one for teacher and student, allowing both to extend the range of their knowledge almost limitlessly and one in which the student received impetus for life-long research and a broadening perspective. At its worse the tutorial might result in indoctorinating the student with a one-man viewpoint on college morals and life which could be prejudiced, cynical, and unsound.

One other notable experiment during the years 1934-1944 should be mentioned--that of the establishment of "Hosford House" and "Shipherd House," divisions and courses of study for girls and boys respectively, from the ages of 14 on. In view of the wide variance of preparation for the tutorial method of study it was felt that many capable students would be better off if immersed in the specialized and challenging type of study as soon as practicable without waiting to finish high school. This idea had many merits but posed problems of discipline, social adjustment, and teaching loads.

Every year saw some revision, sharp or gradual, in definition and conduct of the tutorial system. As a total program it was never pursued, as in many fields, such as beginning language, Mathematics, sciences, etc., it was found to be effective and economical of faculty time to work with small groups instead of individuals. Work with individuals has always been the essence of Music, Drama, Dance, and the arts, and it is most appropriately adopted to fields such as Literature, History, and the social sciences.

The impress of the tutorial is still seen in the present method of teaching, although the tutorial system as the total approach to learning is no longer subscribed to.

With the coming of new administrations in 1944 to 1948 and in 1950, emphases were changed and new titles were employed that in themselves were not especially significant. Thus in the 1946 bulletin the course for freshmen was listed as the Unified Study Plan and included:

I. The Sense World and Artistic Process
II. General Language and Modern English Usages
III. Cultural History
IV. Human Relations
V. Trial Major

The philosophy of education was stated as three-fold in its implication:

1. Tailored to the individual student
2. Functional and
3. Christian

After about 14 years Olivet returned to the two-semester system, which had been changed to three terms in 1934.

In 1948 and 1949 the educational program was likened to an anvil, broad in scope during the first years, narrowing to largely specialized, tutorial work in the junior year and becoming more comprehensive again in the senior year.

The first year of the Junior Division included

1. Language and Literature Forms

2. Social Sciences
3. Artistic Process (Music, Drama, Dance, Painting, Sculpture)
4. Natural and Physical Sciences
5. Exploratory Project
6. Kinesthetics (a new name for the old Physical Education)

The second year included

1. Continuation of Language and Literature
2. Foreign Language
3. Logic and Ethics
4. Sciences (One semester of Science and one semester of Psychology)
5. Trial Major

The Senior Division (the last two years) comprised work in one of these Schools

1. Natural and Physical Sciences
2. Philosophy, Psychology, and Religion
3. Philosophy, Politics, and Economics
4. Languages and Literature
5. Social Studies and History
6. Music
7. Art

The study in the chosen major field was designed to be carried on tutorially as far as possible, limiting the scope to intensified concentration. The first semester of the senior year was to be devoted largely to individual research and the second to seminars, all the material of the last two years to be evaluated by a final examination, comprehensive in scope.

By 1950, the freshman work in English became "Composition and Communication" and in the social sciences became "American Culture." Two years later "Logic and Ethics" became "Bible and Ethics," to be further changed to "Introduction to Philosophy and Meaning of the Bible."

In 1955, after months of intensive study, the freshman load was changed to three-hour courses (with the exception of science) instead of four, making the normal curriculum for the first year consist of work in English, History, science, the Arts, and an elective (language recommended for some, Mathematics for others, etc.).

This remains in general about the curriculum as seen currently. The largest alteration in the past year was the reallocation of fields in the eight Division as will be discussed in the chapter on Curriculum.

Thus we see upon surveying the perspective over a period of 116 years a certain continuity of educational purpose--a strong thread of consistent devotion to the ideal as revealed from time to time, to explore new ideas and educational philosophies with unreserved zeal, to hold to that which seems to prove valuable, to discard that which experience shows to be impermanent and purely experimental. While not always successful as success might be viewed in financial terms, Olivet has been fortunate in her faculty, for in the largest sense the faculty are the educational program.

Olivet is second to none, and yields to no other college, her place in the unnumbered devoted teachers who have made Olivet live, whose scholarship, whose lives, remain "Olivet" to the host of students past and present.

Chapter II

THE EDUCATIONAL TASK

In this chapter the definition and purpose of Olivet College are stated in general terms. How the College gives expression to its objectives in its organization, its curriculum, its teaching, and its activities appears in detail in the chapters that follow.

Statement of Purpose

Olivet College is a Christian college of the liberal arts. The founders of Olivet College stated their purpose thus: "Having no partisan or sectarian purpose to subserve, we wish simply to do the students good by placing in their hands the means of intellectual, moral, and spiritual improvement, and to teach them the divine art and science of doing good to others." The College today adheres to this same standard and strives to live up to it. It believes that the liberal arts, which are interpreted to include the sciences and the fine arts, provide the curriculum for best realizing and perpetuating that ideal.

Olivet teaches history and the thought of former times that the students may not only be acquainted with the past but better understand their own time. Because science is an important part of the body of knowledge, the College, without any desire to turn all of its students into scientists, requires of them an acquaintance with the world of science and the scientific method. It requires the elementary study of one foreign language so that students may gain an insight into other peoples' processes of thought and manner of expression as well as a better knowledge of their own language. Through study in the fields of music, drama, the fine arts, and literature the College seeks to enrich the culture of its students, to strengthen their powers of thought and evaluation, and to provide them with the means of fruitful use and enjoyment of their leisure time.

Just as Olivet believes that some knowledge of a variety of fields is highly desirable, so it also believes that such knowledge should supplement a reasonably full knowledge of some one field. It requires, therefore, that each student shall devote much of his time in his upper-class years to a single field of his choice. He should, in the process, acquire some degree of intellectual humility from discovering what a small part of the vast field of knowledge he can learn, but he may at the same time get a glimpse of what is to be known. He is also equipped for graduate study in his chosen field.

Apart from the preparation of teachers, Olivet has no desire to give technical training to its students or prepare them for specific vocations. It does, however, provide a thorough preparation in studies leading to admission to professional schools of medicine, dentistry, theology, engineering, and law. It prepares teachers who are informed in their subject matter as well as trained in methods.

The College believes that society needs minds able to recognize problems and to cope with them. It has built its program on the conviction that it is not the accumulation of facts but the correlation of facts, the recognition of their relation to one another, that constitutes learning. Since learning does not end with graduation, the College seeks to educate the student in the means of acquiring knowledge for himself and to help him acquire a recognition of the value of developed powers of thinking, discrimination, and judgment. It believes that its contribution to democracy is the education of citizens who possess a respect and a desire for truth and the ability to arrive at it among the conflicting opinions, arguments, and facts with which they are bombarded. It intends that its students shall develop intellectual integrity and recognize it as a moral quality. It seeks to develop in them the ability to think clearly and rationally and to communicate with others with ease and clarity. It thus aims to lead them to emotional maturity and disciplined intelligence.

As Olivet has traditionally called itself a Christian liberal arts college, so it considers "Christian" and "liberal arts" to be closely related. Olivet maintains that the richest resources for the Christian life are to be found in an atmosphere of free inquiry and of unlimited and uncoerced intellectual achievement. At the same time, Olivet has faith that the way of life implicit in Christian ideals will be the choice of the student who finds himself in such an environment and who takes advantage of it.

Olivet receives much of its support from the Michigan Conference of Congregational Churches and from the churches in the national organization. It seeks to maintain the conditions which are presupposed by this support and endorsement. These conditions include counseling available to individual students, opportunities offered for participation in the campus religious organizations, and opportunities for social service in the projects of both religious and secular organizations.

Olivet's climate is that of the Congregational Churches themselves. It is democratic and free of prejudices based on racial or religious background. The intellectual and spiritual atmosphere is one which provides each student with the opportunity to explore freely all the great traditions so as to understand and appreciate his own more fully. In short, Olivet believes that turning out educated people is a Christian task.

The Liberal Arts

"Liberal arts" and "Christian" are the two terms essential to the statement of purpose of Olivet College. Two questions immediately ask themselves: What do these two terms mean exactly? And how deep is the conviction that these two terms do really define the purpose of the College?

It is probable that Olivet has never experienced a period of any length when the faculty and the students have not been introspective and self-conscious about those terms. The members of the Board of Trustees accept them without equivocation and expect the administration to maintain their force and meaning. A great many students applying for admission base their choice on the fact that Olivet is "a Christian college of the liberal arts." Many faculty members attribute their decision to join the Olivet faculty to this definition of the College. But are those terms in force as definitions of the College?

They are.

In the first section of this chapter the term "liberal arts" is defined, in part, from the subject matter that constitutes the liberal arts at Olivet: history, philosophy, science, foreign languages, the fine arts, and literature. Subject matter fields studied at Olivet but not named--political science, sociology, psychology, economics, mathematics, and religion--unquestionably take their place among the liberal arts. In addition, Olivet offers courses in education and in physical education, both of which are presented in a way that relates them to the central purpose of the College and opens the way to professional employment of the education that Olivet intends its students to receive.

This subject matter has not gone unquestioned. Besides its formal meetings, the faculty occasionally comes together informally and voluntarily for discussion of College affairs. At one such meeting the subject of discussion was the definition of the liberal arts. An *ad hoc* committee that undertook to construct a definition later became a part of the self-study committee on the educational task of Olivet.

The committee began its inquiry by asking faculty members to submit statements concerning their own ideas of the content and purpose of the liberal arts. The responses proved to be so substantially in agreement that the committee was able to make a one-page summary of the ideas:

> The liberal arts college exists because of faith in its program on the part of educators, students, and those who provide the resources. These persons think of liberal education as the process which orients the learner to all of life, as a necessary preliminary to the most effective vocational preparation. Artistic, intellectual, and spiritual activities are necessary in the whole life and complementary to professional activity.

> The liberal arts consist of the areas of knowledge and inquiry called the humanities, the sciences, the social sciences, and the fine arts. Eminent now as in the past are languages, literature, philosophy, mathematics, and history. The value of these studies to the person, whatever his vocation, and to the free society of educated persons, has been demonstrated in the ideals and accomplishments of the Western world.
>
> Purely as tools for problem-solving, the minds which have been educated to understand the greatest thoughts of man have thereby been expanded in ability and scope; they are ready to work out sound and imaginative solutions in humane terms. Beyond this is one of the highest human values, education for its own sake: knowing for the sheer joy of understanding, speculation, comparison, and imagination.

The statement of purpose that constitues the first section of this chapter has resulted from repeated reworkings by a committee and has been submitted to the entire faculty for analysis and criticism. It received the unanimous endorsement of the faculty. The statement immediately preceding this paragraph is a synthesis of the definitions of the liberal arts composed by 19 faculty members. Their correspondence is striking. Innumerable discussions in formal meetings and informal gatherings lie behind these statements. The opportunity to dissent has always been present and the devil's advocate has played his part often enough to constitute a challenge to the validity and authority of the ideal. But their significance is plain: There is unanimity of purpose in the college. Further than that, there is general agreement among the faculty members as to the curriculum that best gives expression to the purpose.

The Liberal Arts Committee submitted to the faculty a detailed list of courses that are taught at Olivet or that might be taught. The respondents were asked to check their attitude toward each course within the general area according to the following code:

This subject:

A. is one of the liberal arts, an integral part.
B. is a natural concomitant of the liberal arts.
C. is a desirable adjunct to the liberal arts.
D. is not related to the liberal arts.
E. should be offered to college students.
F. should be required of all students
G. should not be offered for college credit.
H. should not be offered.
I. Proficiency in this area should be required of all students.

This approach—the use of a factual questionnaire that elicited response to specific questions—led to the same definitions of purpose and curriculum for Olivet that derived from general questions asking for subjective responses. The faculty expressed its confidence in the program that Olivet offers and indicated no demand for major changes in curriculum or method.

The attitudes toward several specific subject matters call for comment. In the general area of literature and languages the faculty expressed a need for a proficiency in English composition that is not now being achieved. In the area of the sciences they registered opposition to the introduction of a course in general science, confirmed the need for science, but showed no consensus on the method of dealing with science. In the fine arts 10 instructors voted to require subjects in the fine arts, but eight voted merely to offer them. Six voted to eliminate intercollegiate athletics. The vote on miscellaneous subjects—

typing, marriage and family, speech and debate—received scattered, indecisive votes. However, a strong desire for development of a reading improvement program was registered.

From all the answers it appeared to emerge that to the faculty the details of curriculum are not so important as the breadth and the point of view of the teaching. Having endorsed repeatedly over the years a breadth of subject area requirements through many fields and an opportunity of choice within certain broad areas, they confirmed the curriculum as it now stands without demanding in unmistakable terms any major changes.

The Liberal Arts Committee used one more device to elicit from the faculty members their ideas about the curriculum. This took the form of three questions:

1. Is a liberal arts education appropriate for the student who has only native ability enough to meet the minimum standards for graduation?
2. Should Olivet encourage students without any real educational purpose to enroll for what amounts to a trial period?
3. In a few words state what you believe the main value of a liberal arts education to be.

The statements made in response to the third item contributed to the statement of purpose that appears at the beginning of this chapter and to the definition of the liberal arts on pages 23 and 24. Questions one and two arose from frequent, recurring faculty discussion that derives, in part, from admissions policies. Thirteen faculty members felt that the liberal arts education is appropriate to the students of average or mediocre ability; five dissented and one abstained. Such an expression--and the practice of the College—refutes the idea that the study of the liberal arts is appropriate only to students of superior aptitude. Such study, Olivet contends, is profitable, from the point of view of both the individual and society, for all who have the power to understand the liberal arts.

Should Olivet encourage students without any real educational purpose to enroll? Fourteen faculty members answered yes to this question; three, a qualified yes; one, no. The conviction appears to be strong at Olivet that one major function of its teaching is to help students find an educational purpose. The instructors have often enough found success with such students to encourage them in this conviction; in fact, these often become the best students (see Chapter VII).

The history of the College since World War I would seem to argue against the existence of complacency at Olivet, and certainly the arrival from time to time of new faculty members who are alert and qualified has provided for the shock of new ideas and opinions. Still, the evidence is plain that the faculty are concerted in the purpose of the College and in their attitude toward the curriculum and its function. It is obvious that the College now has the responsibility to guard against complacency and to insure a liveliness of criticism within the College and from people without the College in order to maintain stimulus and development.

The Church Related College

The college that states its purpose in terms of its church-relatedness has the responsibility to make plain what the implications for education that church-relatedness has. From time to time through its more than a century of existence Olivet has sought to explain its church-relatedness--or, on occasion, even to explain it away. Since its trustees, faculty members, and students have not always been Congregationalists, or even always Christians, a definition to which all subscribe is by no means easy to come by.

It is not at all true that a definition that meets the needs of one decade is appropriate to the needs of another. As recently as February, 1960, a trustee who is also Superintendent of the Michigan Conference of Congregational Churches made an attempt to define the church-relatedness of Olivet in such a way as to bring its ideal and its practice together within the scope of one statement. He made this statement in the form of an address before all the students, the faculty, and a number of trustees. It was affirmative and provocative. The discussion that it stimulated led finally to an endorsement by the entire College. The chief ideas contained in that address follow:

Olivet is a Christian college, but in relating itself to the Congregational Christian Churches it is not a denominational college in the common sense of the word. It is a free and autonomous institution related in turn to free and autonomous churches, which are in turn related to one another in a free fellowship for the achievement of commonly recognized goals. Neither compels the other by exercise of direct controls, but each impels the other as they are mutually related for the achievement of the goals and standards and purposes in free education that the rich heritages of both may each contribute to the other.

Certain popular ideas and presuppositions concerning church-relatedness need to be re-examined and to be put into a correct perspective. Though the church related college may help simplify social adjustment for some students, certainly it is not a place where the childhood of its students can be prolonged. It cannot shield students from the hazardous influences that are the inevitable attributes of maturing. It does not automatically guarantee no problems of drinking, cheating, or sex. It does not offer a guarantee against pressures borne of high academic standards--nor should it do so.

The church related college is not an island of separateness in an impersonal academic world. Not all faculty members in such a college are automatically well-versed in the Christian faith, nor do they automatically relate that faith to their teaching field. Many do make that relationship, but it is not fair to faculty or student that such a relationship be presupposed into existence as an automatic bonus of the church-relatedness of the college. It is not safe to assume that in such a college a student automatically becomes a more committed Christian person or a more selfless person.

Though the college may have a long tradition, that tradition does not mean that the college peacefully imbeds itself in processes to preserve the traditional to the intellectual exclusion of contemporary realities.

The college is not a free bureau of cultural deposit from which the church or its community may draw inexpensive and inexhaustible entertainment. In the Michigan Conference the church and College have sought to work cooperatively to set high standards by which College and church may make truly serviceable contributions to each other.

The church-relatedness of Olivet is not measured in a categorical fashion by formulas and statistics, gauged from the establishment and preservation of safe mathematical percentages in denominational representation on the faculty, the staff, the trustees, or the student body.

But a church related college cannot be defined by saying what it is not. Recently Dr. Wesley Hotchkiss of the Board of Home Missions of the Congregational Churches has described the basic creative interaction between college and church:

> The first major principle is that church and college are distinct and separate entities each with its own integrity, each with its own mission to perform in society. But even though they are distinct entities they cannot exist in isolation because their very integrity demands that they be in creative interaction with each other.
>
> More specifically, regarding the church-college relationship, the college needs the constant witness of the church that the great truth of the Creator is not necessarily found in the process of rational inquiry into objective data. There is a form of truth which possesses the scholar and gives ultimate meaning to his rational inquiry. This is the revelation of God beyond the scientific method or the demonstration of "true" propositions.
>
> On the other hand the church needs the discipline of the college to save its revelation from the distortion and fragmentation of a purely subjective response of the believer. Anti-intellectual faith is as subject to sin and error as is anti-religious intellectualism. This is the age-old problem of the relation of reason to revelation and the only way the delicate balance can be preserved is for church and college to work together as distinct instrumentalities whose integrity is mutually respected.

It follows that both church and college in order to take a proper place in responsible society must be given both separateness and interrelatedness.

The College relates itself to the Congregational Christian Churches by accepting membership in the Congregational Christian College Council, which is a fellowship for mutual advantages. There is no improper ecclesiastical relationship which might lead to controls or limitations. The Council is set in the framework of the Board of Home Missions.

It is particularly at the local and state level that church-relatedness has consistently demonstrated itself for Olivet College. In the last 10 years the College has drawn itself into close relationship with the administration of the Conference and the churches of the Conference. Together they have worked out cooperative and practical programs with mutual participation; as a result, church support of the College in money and students has multiplied.

Success has been realized here because certain underlying principles for the proper conduct of the church-relatedness have been respected by the administration of the Conference and the College alike. First, the distinct freedom and integrity of the College have been preserved by keeping the College clear of ecclesiastical domination. The church stands for no organization channels by which ecclesiastical controls may be imposed or even implied. Second, the church intends to keep open and clear those channels of communication by which the College can demonstrate that it does want to carry on its vital relatedness to the church.

Olivet subscribes without equivocation to these concluding words of Dr. Skidmore, the Superintendent of the Conference and member of the Olivet Board of Trustees:

> . . . in this Conference and this College, between the churches of this Conference and this College there is now established such a relationship of mutual understanding, respect and trust

that future church-relatedness for this school can mean nothing but good. College and church alike share the full obligation for partnership, neither wooing the other for any selfish advantage. Rather, both standing together produce and maintain a standard of education, definitely the product of a truly Christian College, distinct from and in its own fashion superior to a more secular training. Church-relatedness must not inhibit or limit or dull the luster of the highest education standards. Rather, church-relatedness should become the sign, the symbol of the fact that anyone trained in a Christian church related college will go out into his professional or business life just as adequately trained, by just as high intellectual standards as can be reached anywhere, but with the added factor of a spiritual alertness born of a sense of his ultimate responsibility to his God.

Chapter III

ORGANIZATION AND ADMINISTRATION

A. Administrative Organization

General Control: Board of Trustees

Olivet College is chartered under the laws of the State of Michigan as a nonprofit corporation. The College is governed by a self-perpetuating Board of Trustees consisting of 20 members. The term of each member is four years, so arranged that one-fourth of the terms of the total Board expire each year. Members are eligible for reelection.

The officers of the Board consist of a Chairman, a Vice Chairman, a Secretary, and a Treasurer. The terms of office are one year and officers may be reelected.

Ex officio members of the Board are the President of the College, the President Emeritus, and the President of the Alumni Association.

Regular meetings of the Board are scheduled three times per year to coincide with Homecoming (October or November), Founders' Day(February), and Commencement (June). The June meeting is the Annual Meeting. The fiscal year begins July 1. Members of the Board are selected upon the basis of their interest in education and in the College as a church related institution. Attention is given to the residence of each Board member so that various geographical areas of the state of Michigan are represented.

The present constituency of the Board is composed of four attorneys at law, three manufacturers, two insurance executives, two ministers, two investment brokers, one builder, two retired businessmen, one dentist, and one housewife. There are currently two vacancies. Fourteen of the members are active in their local Congregational churches. The others are affiliated with other denominations.

The chief executive officer of the Board is the President, who reports directly to the Board of Trustees. He alone is responsible to the Board. All other administrative officers are responsible to the President.

The chief function of the Board is the determination and definition of the policies of the College. The administration is held responsible for the implementation of these policies. The work of the Board is carried on through standing committees, as follows:

1. The Executive Committee

   This committee consists of eight members who are able to convene on short notice in the Detroit area.

   The committee is empowered to act between regular meetings of the Board.

   The officers of the Board are automatically members of this committee and are included in the total.

   The Chairman of the Board serves as the chairman of this committee.

2. The Finance and Budget Committee

   This committee is composed of five members and is chaired by the Treasurer.

   This committee reviews the budget and makes recommendations to the total Board concerning all financial matters.

3. The Education Policy Committee

   This committee is composed of six members and is chaired by the Vice Chairman of the Board.

   This committee reviews the educational policies of the institution and concerns itself with the general academic administration of the College.

4. The Buildings and Grounds Committee

This committee is composed of four members and chaired by a member who lives in the city of Olivet.

The committee concerns itself with the maintenance and operation of the College as pertains to the buildings and grounds.

It reviews all building projects and works closely with the Business Manager in plant management.

5. Church Relations Committee

This committee is composed of five members and is chaired by the Superintendent of the Congregational Conference of Michigan, who is also a member of the Board.

The function of this committee is to concern itself with the relationship between the College and the churches.

6. The Athletic Committee

The Athletic Committee is composed of five members and concerns itself with the athletic program of the College

7. The Alumni Committee

This committee is composed of five members and is chaired by the President of the Alumni Association.

Its membership is composed of those members of the Board who are alumni of the College

The committee works with the Alumni Association and deals with related matters.

8. The Law Committee

The Law Committee is composed of the four attorneys on the Board.

All matters of a legal nature are referred to this committee for advice and counsel.

9. The Trust Committee

This committee is, in effect, a subcommittee of the Finance and Budget Committee.

Its chief function is to supervise the trust investments of the College.

Though the College is related to the Congregational Churches and receives a considerable portion of its support from this source, it should be noted that the College is neither owned nor operated by the church. A description of the relationship appears in Chapter II.

The Board of Trustees has made notable progress in assuming its responsibilities, both in policy determination and in fiscal soundness. A proper delineation of the functions of policy making and administration has been maintained and cherished by both the Board and the administration.

For many years the College has been faced with severe fiscal problems. Operating deficits which caused earlier boards to draw upon endowment funds placed a considerable burden upon this Board and administration. A concerted effort by the Board this year has resulted in the alleviation of the major portion of this problem. Endowment funds have been replaced and other funds, such as student aid funds, have also been reestablished in their original state. Whereas some advisers to the Board suggested that these items could be written off since they were debts to the endowment fund itself, the Board steadfastly refused to take advantage of this quasi-legal means of escape. It is to their credit that they have successfully restored these funds and maintained the honor of the College. It should be noted that every active member of the Board participated in this effort and was himself a contributor to it. It is also worthy of note that the amount involved, in excess of a quarter of a million dollars, was obtained through a number of sources rather than from one or two individuals, which is evidence of the fact that the Board was able to elicit support from many sources.

The effect of the successful completion of the above effort has been such as to inspire the Board toward new projects beyond the ordinary functions of the Board. The project for next year relates to the Library and a study committee has been appointed to determine the total Library needs, in order that the Board may proceed with providing for these needs.

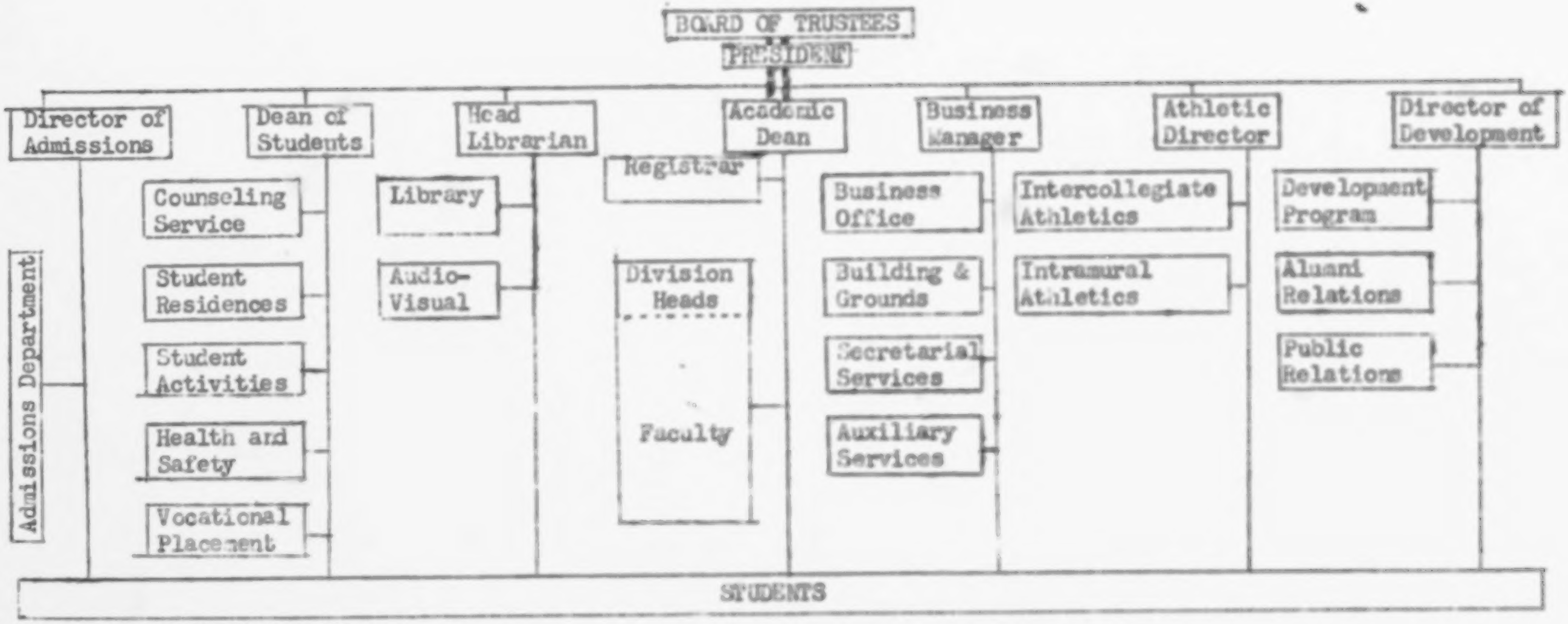
Administrative Personnel

The administrative personnel of the College consists of the President, the Dean of the College, the Business Manager, the Dean of Students and Admissions, the Registrar, the Librarian, and the Director of Athletics. A Director of Development has been hired for the 1960-1961 school year.

A chart of administrative organization follows this paragraph. This chart represents a stage in the evolution of the administrative organization of the College. It will be noted that it includes a Director of Admissions as a separate officer. This function has been combined, as of June, 1960, with that of the Dean of Students. This is not a permanent organization and is subject to revision. All of the above named officers, with the exception of the Registrar, are directly responsible to the President. It will be further noted that there have been established administrative councils in the various areas of administrative operation. Some of these work with their corresponding counterparts on the Board of Trustees and others with the same relationship to the faculty. The Library Committee, for example, has the same personnel as the faculty library committee. The purpose of these committees is to delineate administrative functions from legislative functions.

CHART OF ADMINISTRATIVE ORGANIZATION

OLIVET COLLEGE


BOARD OF TRUSTEES
PRESIDENT
Director of Admissions
Admissions Department
Dean of Students
Counseling Service
Student Residences
Student Activities
Health and Safety
Vocational Placement
Head Librarian
Library
Audio-Visual
Academic Dean
Registrar
Division Heads
Faculty
Business Manager
Business Office
Building & Grounds
Secretarial Services
Auxiliary Services
Athletic Director
Intercollegiate Athletics
Intramural Athletics
Director of Development
Development Program
Alumni Relations
Public Relations
STUDENTS

ADMINISTRATIVE COMMITTEES:

Administrative Council	-President*, Academic Dean, Business Manager, Dean of Students, Director of Development Director of Admissions, Director of Athletics, Librarian
Development Council	-President*, Director of Development, Business Manager, Academic Dean
Academic Council	-President*, Academic Dean, Division Heads
Admissions Council	-Director of Admissions*, Academic Dean, President
Library Council	-Head Librarian*, Academic Dean, Two faculty representatives
Student Aid Council	-Business Manager*, Academic Dean, Dean of Students, Director of Admissions, Athletic Director
Athletic Council	-Athletic Director*, Faculty representative, Coaches, Business Manager

*Chairman

The President is the chief executive officer of the College and is directly responsible to the Board of Trustees for the total administration of the College.

The Dean of the College is responsible to the President for the academic administration of the College. He has general supervision over the faculty and the curricular organization of the College. He is responsible for faculty procurement and recommendation of hiring. The Registrar works under the direction of the Dean and is responsible for the academic records of the College.

The Business Manager is responsible to the President for the fiscal and operating maintenance of the College. He prepares the budget, supervises the accounting system, supervises the operating and maintenance personnel, and is responsible for plant maintenance.

The Dean of Students and Admissions is responsible to the President for the organization and general supervision of all student activities, the supervision of all student residences and resident heads, and general supervision of the Admissions Office.

The Librarian is responsible to the President for the operation of the Library, including the preparation of the Library budget, supervision of Library personnel, acquisition of books and periodicals, and general planning.

The Director of Athletics is responsible to the President for the supervision of intercollegiate and intramural athletics. Since he is also Director of Physical Education he is responsible to the Dean of the College in the area of Physical Education.

The Director of Development, who assumes his duties July 15, 1960, is responsible to the President for the supervision and organization of the development program, the alumni office, and public relations.

The above named administrative officers constitute an Administrative Council which meets weekly during the regular school year for the purpose of coordinating the administrative procedures. The other administrative councils meet as necessary, according to the nature of the committee. The Academic Council meets monthly during the academic year.

As stated above, this organization is in a state of evolution. It will undoubtedly evolve that responsibilities of administrative officers directly to the President will be reduced. The purpose of the present organization is in order that the President will become directly informed concerning the exact nature and operation of each administrative area.

In the absence of the President, the Dean of the College is responsible for the administration of the College, in the absence of both the President and the Dean of the College, the Business Manager is in charge, and in the absence of all three the Dean of Students and Admissions is next in command.

B. Academic Administration

Organization

The Dean of the College, who is directly responsible to the President, administers the academic affairs of the College. With the President, the Dean helps to formulate and interpret the policies of the College, and with the help of the faculty he puts those policies into effect. The trustees exercise their responsibility for academic matters through the Education Policy Committee. The Registrar, who is responsible to the Dean, keeps the formal records of classes and credits and serves as statistician for all information within the academic area.

Two committees involving faculty members and administrative officers exercise surveillance over academic matters and serve as channels by which academic questions can be brought to decision and action can be initiated. The first of these is the Academic Council, which consists of the President, the Dean (who acts as chairman), and the heads of divisions. The second is the Academic Committee. The Academic Committee consists of the Dean who serves as ex officio chairman, the Registrar as ex officio secretary, and three or four faculty members appointed at the beginning of each academic year. The purpose of the Council is to provide the opportunity for sharing ideas, experience, and suggestions and to discuss the general academic purposes of the College. The purpose of the Committee is to enforce the regulations of the faculty, to consider proposals for changes in those regulations, and to recommend action on academic matters to the faculty for decision.

The Dean of the College

The Dean of the College derives the major directive for his work from the statement of purpose as it is expressed in the second chapter of this self-study. It is his responsibility to maintain, direct, and develop an academic program that fulfills the declared purpose of the College.

In the appointment of faculty members the Dean normally initiates action. He keeps a file of qualified persons in the various fields and maintains contact with the sources of academic personnel in the universities and agencies. He consults with department and division heads concerning appointments and during the visits of candidates introduces them to departmental members and other interested persons in the College. An appointment is offered after agreement has been reached by the President, the Dean, and the department head.

Increase in salaries, improved administrative organization, a higher level of student quality, and the growing respect that the College is receiving in the field of higher education have all served to make the circumstances of appointment more favorable. Except in such a field as Physics, the number of applicants for a vacancy has usually been so high that it has been possible to make satisfactory appointments.

The Dean works cooperatively with the Registrar and faculty members in determining the course offerings for each semester. Course offerings are continuously projected on a three-year basis to insure the proper coverage of subject matter and rotation of courses to assure to the student proper preparation in his major field. Such planning provides for a continuous reevaluation of course titles and departmental offerings by all members of the College with responsibility in curricular matters. Out of this reevaluation come proposals for changes that after study often eventuate in action.

Academic Committees

Action in matters of curriculum and credits must be initiated in the Academic Committee, though often many conversations among groups of the faculty precede the opening of formal discussion in committee meeting. The Academic Committee meets once each week. Changes in course offerings, in credits, and all-college or major requirements result only after such action as this: 1. the question of change is brought to the Academic Committee; 2. the Committee investigates all aspects of the change; 3. the Committee introduces the subject to the faculty for general discussion; 4. the Committee recommends action to the faculty by formal motion; 5. the faculty votes to adopt or to reject the change. Other responsibilities of the Academic Committee include the certification of candidates for degrees, the determining of probationary status for students, and the dismissal of students who do not meet academic requirements. Four times each year the Committee examines the record of every student whose poor academic performance calls for special attention. In such cases the recommendations of the Committee are carried out by the Dean, the Registrar, the faculty adviser, or the instructor.

The Academic Council was organized in the early part of the academic year 1959-1960 and consists of the President, the Dean, and the heads of the divisions. Its main function is to deliberate on matters pertaining to the academic life of the College and to give advice to the President and the Dean. One major advantage of the group is that it represents each of the academic areas. In its first year it has not been expected to make decisions that lead to formal action--such action is provided for in standing committees and in the function of the regular faculty meetings--but its members have raised problems, shared information, and speculated with one another about possible ways of bringing about a better College. The Council will continue to explore means by which it can be of the best possible service.

The Registrar

It is the responsibility of the Registrar to prepare schedules, to assign class rooms, to direct registration, to prepare class lists, to arrange sections, to receive grade reports from the faculty, to issue grades to students and parents, to prepare student averages, to prepare transcripts, to compile statistics, and to maintain files of all information pertaining to the academic record of the students. After the Admissions Office has completed the file of the applicant who has been admitted to the College, the Registrar receives that file and keeps it up to date during the student's attendance at Olivet.

Registration is conducted on the floor of the Gymnasium, where students 1. pay their fees to representatives of the Business Office, 2. are helped in the selection of their courses by one of seven members of the faculty who make sure that they are fulfilling their requirements as well as their personal needs, and 3. are assigned to conference, laboratory, or studio sections by other members of the faculty who are on duty during the entire period. The Dean and the Registrar are on the floor to counsel students and approve program changes. Pertinent information is submitted on Matriculation Cards (Exhibit A). The Weekly Schedule of Classes, Class Cards for each course, and Registration Cards are obtained and filed as each student leaves the Gymnasium floor. At any time during the three days of registration (two for upperclassmen and one for freshmen), it is possible to tell the number of students not only in each section but in each course being offered. Class lists and section assignments are made available to the instructors for the first meeting of the class and to the College Bookstore.

During the weeks immediately after registration, the following information is made available to members of the administration and the faculty: geographical lists, religious preference list, the age and marital status of each student, and class (freshman, sophomore, etc.) distributions. Course elections are recorded on the permanent record (Exhibit B) of all students. Home address, high school units received, etc. are placed on the permanent records of all new students at this time, as are the results of psychological tests administered during Orientation Week.

Grade reports (Exhibit C) are submitted in triplicate four times each year by each member of the faculty. One copy is filed in the student's folder in the Registrar's Office. One goes to the adviser and one to the family. At the end of each semester, the grade is recorded on the permanent record. At each marking period (four times each year), the quality-point average is determined for each student, and copies are given to the President, the Dean of the College, the Dean of Students, and the Head of the Athletic Department. Also a summary of student performance is prepared for the use of the Academic Committee in determining the academic status of each student for the coming eight-week period.

Preliminary registration for the following year takes place in May. Each student registers with his Faculty Adviser, who submits the program to the Registrar. This advance registration serves two purposes: 1. it reveals irregularities in programs that can then be acted on by the Academic Committee before the final fall registration, and 2. it facilitates the arranging of a fall schedule of classes, which can, as far as possible, be free from conflicts.

In June a final report of grades and credit earned for the academic year as well as the total credit and cumulative average earned is sent to the parent of each student. This report indicates any action taken by the Academic Committee and gives the academic status as of the end of the year.

The preparing of transcripts has been greatly facilitated during the past year by the purchase of a Thermofax. The full benefit will not be realized until the requests from the twenties through the fifties have been greatly reduced.

C. Evaluation

The Board of Trustees is well organized, is responsible, and is functioning well. With unity of purpose and a determination to accomplish its goals, in the past year especially it has made a really noteworthy accomplishment. Whereas the committee structure is sound, it should be pointed out that some committees are not so active as others and some improvement can be made in that respect. The most active committees have been the Executive Committee, the Finance and Budget Committee, and the Education Policy Committee.

The administrative staff of the College is sufficient to provide for all necessary administrative services. The organization is designed to provide for the best possible efficiency in the administrative operation. Each sphere of this operation is sufficiently well delineated to avoid duplication and still provide for flexibility. The administrative officers work well together so that the various phases of the operation are properly integrated into the total program.

The academic administration of the College, as it is presently organized, has come through an orderly process. Like most colleges, Olivet remembers respectfully certain Presidents whose administrative leadership resulted in positive developments that shaped the character of the College. The two Presidents who have held office in the past ten years have exerted, no less than the founders, a leadership that has attracted support from trustees, administrative officers, and faculty. They have identified themselves responsibly with the academic process without dictating, have delegated responsibility to other officers, and have functioned within an orderly process of academic evolution and practice.

The office of Dean of the College has evolved naturally over the decades. At one time the Dean's responsibility extended to all aspects of life within the College, social and residential as well as academic. Later, a Dean of Men and a Dean of Women functioned under his responsibility. The present administration inaugurated changes resulting in a Dean of Students reporting directly to the President. Through this natural development a close association has resulted between the academic and the social aspects of the College that provides for the ready sharing of information and a continuous influence on students for their best development.

It is the concensus of the faculty, administration, and staff of Olivet College that the Registrar provides service of superior quality. The records are always accurate and up to date. The mechanical processes of registration and record keeping are efficient and economical of time and effort. Grades, reports, and student files are available always to all faculty members.

The present system of reporting grades reflects the close association between teacher and student. The form on which grades are reported evolved over a period of many years and carries into the present a practice of student analysis that became established during the years of the thirties when the tutorial method was in full use. From time to time the faculty, in its regular monthly meeting, has discussed the advisability of reporting grades without comment as is done in many colleges.

But the vote has always reaffirmed the faculty's desire to add subjective comment and analysis to the grade appraisal of the student's academic achievement.

The three persons chiefly responsible for academic affairs--the President, the Dean, and the Registrar--keep abreast of developments in collegiate education. They hold membership in state and national organizations of college officers of their type and each attends several professional meetings each year. The present curricular offerings, the curricular organization, and the system of keeping records are in force only after continuous comparison with offerings and practices in effect in other colleges.

The administrative officers consider it their responsibility to urge Olivet to the best academic achievement possible in relation to the purposes of the College, the students that they serve, the facilities available, and the financial resources of the College. The responsibilities vested in the trustees, on one hand, and the freedom of discussion and decision enjoyed by the faculty, on the other, provide both check and incentive to the administrative function. There appears to be general agreement that the officers carry out this function efficiently to the end that the academic efforts of the College are constantly being strengthened.

Chapter IV

THE CURRICULUM

The Junior Curriculum

In an earlier chapter, "The Educational Task," the educational task of the Olivet College was stated, partly, in terms of the subject matter that makes up the curriculum. Olivet "believes that the liberal arts, which are interpreted to include the sciences and the fine arts, provide the curriculum for realizing and perpetuating" the ideal of placing in its students' hands the means of intellectual, moral, and spiritual improvement.

Chapter I of the study, "A Short History of Olivet College 1844-1960," gives in some detail the steps by which Olivet arrived at its present curriculum. Two facts are evident: 1. the curriculum has come into being by an orderly process of change and development that has been going on for a century; 2. the curriculum is the result of study and deliberate decision, not of chance and indifference. It has shown through the years adherence to the basic principle that consideration of the student as an individual is the ideal to be sought after.

The curriculum of the current year 1959-1960 reflects the concerns of preceding college generations and the most critical thinking of the present. It is designed to provide for expanding knowledge and enlarging purpose. It gives to all students a breadth of educational experience and enables them to develop some special interest in the form of study in a major field. It provides preparation for graduate study and teaching. It stimulates requirements, but leaves room for a free choice of subjects.

The Olivet program is divided into a Junior Curriculum and a Senior Curriculum. The first two years, the years in the Junior Curriculum, consist of a course of study in which all freshmen and sophomores share. The studies of these years offer basic preparation for the more advanced studies of the Senior Curriculum by giving the student a comprehension of the fields of knowledge essential to a well rounded mind and providing him with the opportunity to discover the area in which he desires later to concentrate his study. The courses of the Junior Curriculum are as follows:

1. English Language and Literature
    - Freshman English........................6 s. h.
    - Introduction to Literature..............6 s. h.
2. Cultural and Historical Heritage
    - History of Western Civilization.........6 s. h.
    - Introduction to Philosophy and Meaning of the Bible..................6 s. h.
3. The Artistic Process
    - Art, Music, or Drama.....................6 s. h.
4. Science, Mathematics, and Psychology
    - Chemistry, Physics, Biology, Astronomy, or Mathematics.............12 s. h.
    - General Psychology........................3 s. h.
5. Foreign Language
    - Latin, Greek, French, Spanish, or German..6 s. h.

6. Physical Education ....(2 s. h.)
7. Orientation .... no credit
8. Electives .... 9 s. h.

The Junior Curriculum with its stipulated courses for all students is divided between the freshman and sophomore years as follows:

Freshman	Sophomore
Freshman English	Introduction to Literature
History of Western Civilization	Science (4 s. h.)
Language	Psychology
Science	Philosophy and Bible
Artistic Process	Elective (Trial Major)
Orientation	Elective
Physical Education	

The Junior Curriculum is a subject for continuing reappraisal. Even as the faculty subscribe to its organization and substance, they keep a critical eye on it and resist any deadening effect that might come from habit and repetition. Incorporated in the following comments on Junior Curriculum requirements are explanations of changes that have occurred in the last five years.

Freshman English was formerly called Composition and Communication. The new title was adopted as an escape from the restrictive nature of the old title and from its mechanical implications. The course has two main purposes: 1. to teach the reading of expository prose and imaginative literature for the point, for structure, for evaluation of ideas, and for appreciation; 2. to teach precision and correctness of written expression.

The History of Western Civilization replaced a course called American Culture. Responsible for this change was the desire to give every student a general acquaintance with Western history and culture as a foundation upon which all other learning would be built.

The Artistic Process as a title and a course is greatly cherished as a unique freshman requirement, which needs some definition here. Students may elect from one of three fields--Art, Music, and Drama--each differing in its method of application from the others in accordance with the subject matter. Drama, which was introduced after the other two areas had been offered for some years, emphasizes theatrical production along with the reading of plays. It meets three times each week. The music course in the Artistic Process meets twice a week for instruction in music appreciation; this is combined with one hour of practical application of musical skill through lessons in a vocal or instrumental ensemble. In Art, the work is divided between one class a week in art appreciation and two laboratory periods, totaling four hours a week, devoted to creative art, drawing, painting, sculpture, and plastic forms.

The fields in which a choice may be made to fulfill the science requirement are Chemistry, Physics, Biology, Astronomy, and Mathematics. Introductory courses are offered in each field. A student may elect to take one semester each of three different sciences or two semesters of one and one semester of another. The latter provision was adopted to replace an earlier requirement that a student have experience in three fields of science.

In the fifth subject requirement the College has a flexible device to meet the varying needs of students. The entering student whose high school academic record is not too promising is given a program limited to four subjects among the fields that have just been discussed. The student who is looking forward to a career in science or engineering elects a second science for his fifth subject, postponing language for later study. The capable student who has not yet decided on a vocational goal normally studies a foreign language. This flexibility, which has been adopted as a curriculum policy only within the last two years, has proved to be advantageous from all points of view.

In his sophomore year the student takes his third required semester of science and a one-semester course in General Psychology. The College considers Psychology essential to any major field of endeavor, but requires that the student wait until his second year to study it. Several test cases have tended to confirm the belief that sophomores are better prepared than freshmen to profit by the study of this subject.

Two full-year courses are required in the sophomore year: Introduction to Literature and Introduction to Philosophy and Meaning of the Bible. Introduction to Literature, as the title suggests, is designed to give the student an opportunity to become acquainted with a wide range of world literary masterpieces, to further his understanding, pleasure, and taste, and to challenge him to make the best use of his time for reading both in college and in later life. The requirement of an introductory course in Philosophy and the meaning of the Bible offers means for every student to develop his own mental capabilities, his awareness of his philosophic and religious heritage and his obligation to take his place as a thinking, moral being as befits a graduate of a liberal arts Christian college. Both courses discover for the student a logical relationship with the History of Western Civilization course that he has studied as a freshman.

For his fourth subject the student elects either an introductory foreign language course if he has not already studied language as a freshman, a second year of language, or if he has already met the language requirement a course in another field. Olivet recognizes a need for familiarity with a foreign language for broadening understanding of other peoples, extending language facility, and providing a helpful tool for research. While only one year is now required, more is strongly recommended and is being discussed as a possible requirement in the future.

There remains, then, for the sophomore, one more subject, which he may elect in any field that he chooses. Related to this choice is the term "Trial Major," which has long had a place in the Olivet curriculum. The name indicates the purpose of the course, which is to give the student an introduction to and experience in the field of his choice for concentration. If occasionally it helps a student discover that his original choice of a major was incorrect, that discovery is made at the proper time. This term, however, and the term "Exploratory Project," need to be evaluated. A student's trial of a major normally occurs without the need of a special term, though there does appear to be value in a course designed especially to test the depth of a student's interest in the field. The Exploratory Project is a course offered the qualified second-semester freshman, for one to three hours of credit, to enable him to pursue an interest outside the required curriculum by individual or group study under the direction of an instructor. This may well be a device by which a student about to pursue a rather demanding major will have a chance to explore a tempting perspective in Art, Sociology, History, Music, etc.. The use of this opportunity to explore new fields has been declining, but it is worth maintaining the offering while the faculty explores means of reviving interest in it.

It should be emphasized that the Junior Curriculum is a curriculum in which the College takes pride. It is not a conglomeration of courses inherited and maintained without particular purpose or conviction. It has the vitality of the living and developing. Though it is set up in terms of requirements, it gives the student the responsibility of making choices within three of the five required general fields. It establishes a broad foundation upon which the student can rear the narrowing field of his special studies. It offers him a minimum of nine hours of free electives--and even more--while he is finding his way. It gives the student time to weigh one set of interests against another without the risk of lost time and credits if he changes his mind. It provides for rich majors that will equip a student for graduate study. It allows for independence of decision within departments and divisions and for modification of course content within a formal structure that guards against irresponsibility.

The Senior Curriculum

The Trial Major often opens the door into the specialized field that a student will pursue during his last two years. In some cases the trial will prove that this is not the desired major field. In any case, the student must choose his major by the end of the sophomore year. Many who have decided on their goals when they enter college discover some widely different interest and ability as the result of required or elective courses completed during the first two years. Here the faculty adviser has an important function in evaluating students' accomplishments and aptitudes and suggesting fields of concentration.

The courses of the junior and senior years are organized under eight divisions:

1. English Language and Literature
2. Foreign Language and Literature
3. Science and Mathematics
4. History, Political Science, and Economics
5. Psychology and Sociology

6. Philosophy and Religion
7. Fine Arts
8. Education and Physical Education

The eighth division does not provide major work toward the Bachelor of Arts degree. Students may fulfill the state requirements in Education along with their work toward the degree and may obtain a teaching major or minor in Physical Education.

Such an organization has meaning only if it serves to carry out the purposes of the College better than some other organization could do. The divisional organization has been in force for many years at Olivet, but, like other aspects of the College, has gradually altered in form to meet the pressures of altered circumstances, changes in personnel, and developing purposes. After many months of study the faculty decided, in 1958, to approve the divisional arrangement as it now stands. The former Division of Languages and Literature now became two divisions: English Language and Literature and Foreign Language and Literature. Art, Music, and Drama were combined in the Division of Fine Arts. Philosophy, which had appeared in two divisions, was now linked with Religion to form the Division of Philosophy and Religion. Psychology and Sociology were brought together in one division, as were the two departments that do not offer degree majors: Education and Physical Education.

This alignment of departments is not final. One objective in making certain groupings was to bring about cooperative responsibility for fields that had been taught in one-man departments. As the College grows, the one-man department will tend to disappear. One division--Philosophy and Religion--needs either to be made larger or to be joined with another discipline. Should History be separated from the social studies and joined with the humanities? Will Art and Music perform best separately, or should they be joined in a Division of Fine Arts? Both attitude and organization at Olivet will permit reorganization as it becomes desirable.

With the realignment in divisions certain rearrangements in courses and requirements naturally ensued. For the Philosophy major the requirements in the fields of Economics and Political Science were removed. Requirements in Sociology and Economics were added to the Psychology major. Other shifts and changes of emphasis have been made within separate fields. In science, courses in History of Chemistry, History of Biology, History of Mathematics, and History of Physics will no longer be required, but all students majoring in science or mathematics will be required to study the History of Scientific Thought. The Divisions of Foreign Language, Fine Arts, Science and Mathematics, and Psychology and Sociology are all studying possible changes within curriculum to revise graduation requirements or to allow for more integration within the division.

How are such changes brought about? They are effected by discussion and recommendation on all levels--the individual faculty member, the division, the Academic Committee, and the entire faculty. The Academic Committee, fulfilling its responsibility for the total academic situation of the College, often refers a suggestion to the division head or the instructor for review; sometimes the division recommends changes to the Academic Committee. Discussion of major changes usually involves meetings of division representatives with the Academic Committee before a final statement is brought to the faculty as a whole. Ample time for consideration and discussion is given before the faculty is asked to vote. Here are examples of the type of problem given such study leading eventually to faculty action.

Though the catalog lists requirements for a major in language, no students have majored in language (with one exception) for many years. Should Olivet encourage language majors, and if so, what should be the major requirements? When History of Western Civilization was substituted for American Culture in the Junior Division requirements, the faculty voted that the Olivet student must take one course in American history, culture, or government before graduation. Should such a requirement be maintained? The answer will be given only after thorough study.

Olivet has faced the problem of spreading its efforts too thinly, just as any other small college has done. At the same time, it has asked itself continuously what subject matter is essential to its designation as a small liberal arts college. How it has handled the matter of emphasis and variety appears in the following table of areas in which a major is offered:

Division (Department)	Majors 1956-1960	No. of Courses in Division	No. of Courses Taught 1959-1960	No. of Instructor
English	10	15	6	3
Fine Arts	20	34	17	6½
(Art)	(14)	(15)	(8)	(2)
(Music)	(6)	(15)	(7)	(4)
History, Political Science, Economics	81	32	12	5
(History)	(44)	(16)	(6)	(3)
(Pol. Sci.)	(5)	(5)	(2)	(1)
(Economics)	(32)	(11)	(4)	(1)
Psychology and Sociology	33	23	12	2½
(Psychology	(5)	(14)	(6)	(1)
(Sociology)	(28)	(9)	(6)	(1)
Philosophy and Religion	7	17	5	1
Science and Mathematics	38	54	21	5
(Biology)	(21)	(16)	(7)	(2)
(Chemistry)	(5)	(14)	(4)	(1)
(Physics)	(2)	(12)	(5)	(1)
(Mathematics)	(10)	(14)	(5)	(1)

A continuing subject of lively discussion at Olivet is the question of requirements and electives. How exactly should a college stipulate the courses that a student must take? How much freedom should he be allowed in choosing his own courses? How heavy should his concentration be in his major field, and how much opportunity should he have to range freely through the curriculum of the College? Part of Olivet's answer to these questions has appeared already in the description of the Junior Curriculum requirements and the requirements of a major. That answer appears in greater detail in the following table.

SUMMARY OF REQUIRED AND ELECTIVE COURSES

BY HOURS

Department	Prerequsite	Required in Major in Addition to Prerequisites	Required in related fields	Required in Major Field	Jr. Curriculum Requirements other than subjects in Major	Total Requirements	Open for unspecified requirements
Art	6s.h.	0s.h.	0 s.h.	24s.h.	45 s.h.	75 s.h.	45 s.h.
Biology	8	17	8	6	39	78	42
Chemistry	4	24	12	6	39	85	35
Economics	6	12	22	9	38	87	33
English	12	0	0	30	39	81	39
French	18	24	0	0	45	87	33
German	18	24	0	0	45	87	33
History	12	0	0	24	45	81	39
Latin	12	27	0	0	45	84	36
Mathematics	4	15	0	18	43	80	40
Music	8	14	0	16 min.	45	83 min.	37
Philosophy	6	12	15	0	42	75	45
Physics	8	15	16	4-6	39	82-84	36-38
Political Science	0	6	18	12	45	81	39
Psychology	3	15	6	12	48	84	36
Religion	6	12	12	6	42	78	42
Sociology	0	21	0	9	51	81	39
Spanish	18	24	0	0	45	87	33

The following summary table of required and elective hours in the different classifications for a comparison of requirements in the separate fields with the overall practice of the College:

AVERAGE REQUIREMENTS IN HOURS
SUMMARY OF CHART III

Prerequisite	8.27 semester hours
Required in Major in Addition to Prerequisites	14.5
Required in Related Fields	6.05
Electives in Major Field	9.77-9.88
Junior Curriculum Requirements Other than Subjects in the Major	43.33
Total Requirements	82.0-82.11
Open for Unspecified Requirements	37.88-37.99

At two levels, particularly, the Olivet curriculum as it now is organized makes provision for the student whose special knowledge calls for special attention. The entering student who qualifies for advanced courses may be excused from standard requirements and admitted to advanced courses for which he is ready. Such advanced placement occurs especially in Mathematics and the languages, but also has been made in English, Music, and Art. No college credit is allowed for the knowledge that the freshman student brings to college, but he is allowed to enter the class for which he is prepared. Thus the student who has studied Trigonometry in high school enters Calculus as his first class in Mathematics; the student who knows some language begins his study at the level for which he is prepared; the student who has a thorough command of the English language and some acquaintance with literature may enter the sophomore course, Introduction to Literature.

A senior who is recommended by his faculty adviser and his major professor and is approved by the Academic Committee may elect to take an Honors Program in his senior year. This is a distinction reserved for relatively few superior students whose achievement in the program is measured by a long original paper on a topic chosen and defined after discussions with the three faculty members whose fields and interests recommend them as his advisory committee. In the last five years seven students have taken the Honors Program in the following fields:

English	1
Philosophy	3
Mathematics	2
Chemistry	1

To those students who do not elect the Honors Program but have done distinguished work in the regular curriculum the College awards the A.B. degree cum laude for an average of 2.50, magna cum laude, for an average of 2.75, and summa cum laude for an average of 2.90 or better. In 1959 six students earned such degrees.

Teacher Education, Physical Education, and Extension Classes

Classes in Education and Physical Education are an integral part of the Olivet curriculum, but no degree major in either field has been given, is given, or is contemplated. For the present, at least, the faculty feel that courses in those fields have been fitted correctly into the Olivet College system of education, and there is general satisfaction with their function. Olivet is well equipped to educate teachers in certain fields and feels an obligation to assist in the important task of preparing superior teachers.

An essential feature of the teaching education program at Olivet is its provision for the general education of its students in the requirements of the Junior Curriculum and in the requirement of the regular degree major, which in all instances is larger than the state department requirement of a 24-hour teaching major. The student who is preparing to teach uses his elective hours to meet the 20-hour requirement in Education subjects and combines electives and required subjects to meet the teaching-minor requirements.

Observation of public school classes and practice teaching in the major and minor fields are carried on in the public schools of Olivet and in neighboring towns. Critic teachers are usually teachers with advanced degrees in the public school system and are chosen by consultation between school officials and the Head of the Education Department at Olivet. The instructors in Education supervise lesson planning, preparation, and the actual classroom performance of the student teachers.

Students who barely meet the minimum average of 1.0 quality points for graduation are not permitted to prepare for public school teaching. For some years an average of 1.25 was required before a student could be admitted to the program, but in the academic year 1959-1960 the Teacher Training Committee tentatively proposed that the average be raised to 1.50. Students are admitted to the program only after review by the members of the Teacher Training Committee of the faculty.

It is expected that in June, 1960, six students will be recommended for the Elementary Provisional certificate and 12 will be recommended for the Secondary Provisional Certificate. This number will increase, no doubt, as the student enrollment in the College increases. The placement of recent graduates has been very satisfactory from the point of view of the rating and size of the school systems in which they have been placed and the salaries offered. The demand for Olivet College graduates has far exceeded the supply. A follow-up study of recent Olivet graduates in the teaching profession is being made. The study indicates that with few exceptions the graduates have been doing well in their chosen fields of teaching.

Besides offering service courses for freshmen, the Physical Education department offers courses in the curriculum to enable students to earn teaching majors and minors in the field. The courses are designed to teach the students to be effective public school teachers of physical education and coaches in the secondary schools.

For some years the College has used its facilities and instructors to provide extension classes and summer workshop classes for public school teachers who are earning credits for certificate renewals and for degrees. The courses offered are chosen to conform to the courses offered in the public colleges of the state for teachers. Students may normally apply toward the Olivet degree only those summer and extension courses that appear in the course offerings of the regular school year. Most of the students enrolled in these courses are not candidates for degrees at Olivet.

Evaluation

The curriculum of Olivet College today is what it is as the result of experience, experiment, trial and error, and study. Certainly it is not the result of accident and inertia. What has been inherited in the way of curricula, attitude, and method has been subjected to severe tests, and the remarkable fact is that the thread of continuity is distinguishable through the entire modern history of the College.

At one period--from 1932 to 1948--Olivet won the reputation of being a highly experimental college. Courses and curricula were frequently altered. The tutorial method, by which each student received almost individual instruction, became the focus of attention. The departments were organized into schools. Care was taken to provide a broad, general education for students as well as intensive study in a field of concentration, leading to comprehensive examinations. These were all experimental matters in the decade of the thirties at Olivet, and it is no wonder that the College does not plunge now into certain practices, being tried with new excitement elsewhere, that have already been given a thorough trial at Olivet.

The words "tutor," "tutorial," and "tutorial system," which had identified the Olivet education for 25 years, gave way to other terms in 1958. For the general public the words had taken on the connotation of giving help to the feebly prepared rather than giving guidance to able and interested students. But the spirit of the tutorial relationship, in its traditional and liberal meaning, pervades the College. The faculty resists circumstances that would frustrate a close relationship between the instructor and the student. Even as the lecture to larger groups becomes inevitable with the growth of the College, the lecture is supplemented by conference groups where there is opportunity for questions and answers, discussion, and faculty-student contacts that are basic in the tutorial relationship.

The organization of departments into divisions stems from the organization of departments into "schools," after the Oxford plan. The divisions contribute to administrative economy, the sharing of responsibility in common areas, and an emphasis on relationships among certain fields. The recent realignment of divisions calls for some experience before a final judgment on their effectiveness can be made; but there is enough flexibility in the plan to make changes possible when they are needed.

The divisional organization contributes to the effectiveness of the Junior Curriculum. The Junior Curriculum, by dividing the students' courses among different divisions, provides for choice of courses within certain divisions (the fine arts and the sciences) and points up elective opportunities for the development of majors.

In the development of general education for its students, the College has had to decide on the relative merits of special courses in science for nonscience students and the regular introductory courses in science that are prerequisite to majors. The College decided on the latter after experimentation with the other type and, for the time being at least, is willing to continue the present practice. It had to decide on the relative merits of credit for practical experience in Music and Art and gradually developed a program called the Artistic Process which it considers of prime importance in the education of its students. In these two areas particularly there is always personal instruction in private lesson, studio, and laboratory so that the concern of the College for the individual student becomes apparent from the beginning.

In a day when many colleges are limiting freshmen students to four courses, or even three, it is a matter of some strength to Olivet that it arrived at its present five-course system after experimenting with the others. At the same time that it reintroduced the five-course system for freshmen it established the six-day week. One strength of the present course system is that it allows some flexibility in course load depending on the background and ability of the student. The six-day week cuts down on week-end absenteeism and increases the number of hours devoted by students to study.

One development at Olivet that calls for special note--one that is practically experimental in the 1960's--is the teaching of classical languages. The enrollment figures for Latin show clearly enough growth of interest in that area--an interest certainly appropriate to the liberal arts college. In the past four years enrollment in Elementary

Latin has been 20, 17, 28, 28. After a lapse of many years, the teaching of Greek was reintroduced in 1957.

Certain interesting and experimental opportunities are available to students prepared for an advanced level of study. The Honors Program has already been described. Another is the Senior Paper, which requires the senior in certain departments to work independently and to organize a considerable body of information into a sound paper. The course in Creative Writing, offered in alternate years, has resulted in some original full-length drama that has been directed, produced, and acted by students with a level of achievement that has been impressively good. Here the creative writing course and the drama activities have reinforced each other. One of these plays eventually became the master's degree thesis of its author.

An instance of experimental course construction that has attracted the interest of the entire College is History of Scientific Thought, a three-hour course required of all students majoring in science and mathematics. The course employs the cooperative services of the instructors in four areas, requires lengthy papers and reports of the students, stipulates a large amount of reading, and serves to synthesize the scientific knowledge that students have been acquiring for some years.

The Olivet curriculum is anything but static, though change does not come about with any particular ease. For example, the last major changes in the Junior Curriculum were adopted only after a special committee studied possible changes for two years, initiated discussions, made comparison with general education programs in other colleges throughout the country, met with departments and department heads and with the Academic Committee, and finally made recommendations to the faculty, which held lively discussions and listened to varied opinions before finally adopting the program that was put into effect. On the other hand, experimentation with a view to testing new methods is always welcomed. The organization of the College is such that rarely a faculty meeting, a committee meeting, a tea or coffee takes place without a lively, even heated, discussion of things curricular--addition of language laboratories, listening rooms, comprehensive examinations, grading systems, the advisability of adding or dropping a requirement.

Without particular reference to the aptitude or the professional goals of the students who come to Olivet, the College offers a program that it considers conducive to the good education of any young person. It makes provision for the better prepared and the more interested students to make quicker progress and satisfy their curiosity. Its program is stimulating to the people who teach it. And the general nature of the College permits that program to grow, change, and develop.

Chapter V

ASPECTS OF INSTRUCTION

A. Facilities and Equipment

With a view to determining the adequacy of the College's facilities and equipment for carrying out its educational purposes, the Committee on Instruction interviewed the chairmen of the various divisions of the College. In general, the questions were concerned with a catalogue of each division's moveable equipment and an evaluation of its adequacy for carrying on classes for the next academic year. The information assembled has been augmented by opinions and appraisals by all members of the College as these have been made known to the administration.

The Division of English Language and Literature has only limited needs in the way of equipment. Because the offices of this Division are conveniently located in the Library adjacent to the literature collection of books, the members of the Division consider themselves fortunate. The movie projector, slide viewers, and tape recorders, which are kept in the Library, are readily available. Too, the Library has a record listening room that is both comfortable and useful. The record collection of plays and poetry is by no means complete, but it is being added to every year.

The Division of History, Political Science, and Economics has three stands of maps (16 maps per stand) and 16 wall maps, which have been assembled in recent years. It is desirable to add still another stand of maps--preferably political--and each year's budget will provide for additions to the collection. The Division could also use one or more large globes.

The Division of Foreign Languages and Literature is well supplied with books; its record player, tape recorder, and record collection are in good shape; it has adequate maps. It needs an opaque projector. For the past year its chairman has been making an intensive study of foreign language laboratories. He has visited several of these, talked with manufacturers, and received from several of them specifications for complete laboratories. All this has been by way of preparation for installing a laboratory in the new building when it becomes available. The Division does not feel an immediate need for this equipment.

In the Division of Sociology and Psychology the needs of the Sociology Department are slight and are well supplied. It looks forward to assembling a slide collection and would find an anthopological collection and a comptometer useful. The Psychology Department has at present some $200 worth of standard psychological tests. Future needs for experimental equipment can be met with the expenditure of approximately $500.

For the Division of Science and Mathematics the situation as regards facilities and equipment is similar to that of its building. It has a great deal of very convenient space. The Biology Department is fortunate in its museum, which contains a collection of materials very useful in instruction. Besides the museum, it classifies as "good" its projecting microscope, three ovens, a centrifuge, balances, and tanks. Its microscopes and slides need repair or replacement, and the Department has worked out a time schedule for achieving this over a period of years. The Physics Department has useable spectroscopes and certain other good equipment that enables it to do satisfactorily its major teaching, which is largely on an elementary level. For developing upper-level instruction the acquisition and repair of other equipment is needed. In Astronomy, the Department has a fine portable planetarium with revolving projector and two new telescopes. The Chemistry Department has made a detailed catalogue of both its holdings and its important needs. About one-third of its equipment is new, about one-third old but useable, and one-third obsolete. The College plans to make needed improvement in air, water, and vacuum lines. The Mathematics Department has no important immediate needs.

The Division of Philosophy and Religion plans continued acquisition of books (especially duplicate translations of Plato) and assorted biblical and historical maps.

The Division of Fine Arts, like the Division of Science, has facilities comparable to its building or classrooms. The Art Department lists as adequate its holdings in easels, model stand, slide file, tables, and chairs. In recent years its slide collection has received careful attention and has been built up to more than 2000 in number. This department was the chief sufferer from the fire of a year ago, and now finds itself restricted in shelving and storage space, in lockers for valuable or confidential material, and in portable black-out equipment.

It also lost its display gallery and must make use of whatever wall space is available for displays.

Like the Art Department, the Drama Department looks forward to new facilities as the building program gets under way. It has no regular theater of its own, but uses the stages in the gymnasium, the church, the society houses, or the Commons according to the play that it is producing. It has on hand a light-control panel with various lights and assorted scenery flats,

The equipment of the Music Department includes one superb organ, a practice organ that within the past year has been completely reconditioned, seven grand pianos, 11 upright pianos, and a collection of orchestral instruments. These are generally in good condition. It maintains an extensive choral library, records for teaching, and a fine record player.

As for the Division of Education and Physical Education, the needs of the Education Department (audio-visual aids, duplicators, and the like) are met not only by College equipment but by the public schools in Olivet, Charlotte, and Bellevue, where students do their observation and practice teaching. Steady additions are being made to the department library, and it looks forward to having more visual aids of its own. The Physical Education Department, having made acquisitions for tumbling, is especially well equipped with climbing ropes, trampoline, side horse, side buck, horizontal bars, balance beams, mats, and mat cart. It is also fully prepared for archery, field hockey, soft ball and baseball, badminton, basketball, etc.

One of the instructional assets is the College Bookstore. This was started some years ago to provide textbooks required by the faculty, but has gradually grown to include trade books and paperbacks, art supplies, stationery, clothing, and gifts. Its inventory in any month of the college year (except September) is about $11,000 in books and supplies, plus $1,000 in other merchandise.

Another incidental instructional asset of the College is Radio Station WBSD. This has a 15-watt transmitter, with turntables, microphones, records and other necessary equipment. Each year it receives whatever budget is necessary to keep it in working order, and an investment of some hundreds of dollars will be required during the coming year.

It is probably correct to conclude that facilities and equipment for carrying out the instructional program of the College are adequate in well over three-quarters of the departments. In the humanities and the social studies, in Education and Physical Education facilities and equipment are adequate or better than adequate. The departments in these areas are not hampered by lack of equipment, and in some instances have very good equipment indeed. Such facilities as the listening room in the Library, the planetarium used in Astronomy, the Biology museum, and the pipe organ are superior features of the College. In some areas there is considerable obsolescence, particularly in science equipment. The needs in the Art Department derive chiefly from the problems of space, and plans have been made to obviate these problems as soon as possible. The departments that are dependent on equipment for superior instruction, as in science, have made careful inventories and appraisals that keep the needs of acquisition and repair before the College. There is little danger that weaknesses will be overlooked, and the whole temper of the College in 1960 is that every possible strength should be added.

B. The Library

How does the Olivet Library function in relation to the educational purpose of the College? What are its holdings? How is it directed and maintained? How well is it used? The College recognizes the importance of these questions and takes responsibility for maintaining a Library that is useful to students and faculty in fulfilling the goals of the College.

The Library building and holdings are adequate. In comparison with many colleges twice the size of Olivet--and even larger--the Library is even better than adequate. Its books are readily accessible to the College community. After a period of lean years in the past, the College has recently made marked improvement in acquisitions and in maintenance.

During the past year, through the interest of a foundation and of responsible friends of the College, a team of library experts (an architect and two professional librarians) made a careful survey of the building, its holdings, and its needs. Their recommendations and the action that is being taken appear in the separate parts of this chapter.

Statistics

Careful records maintained by the Librarian make possible a rather exact analysis of holdings, acquisitions, and circulation. Since these figures provide the basis for much of the comment in this chapter, it will be useful to show the statistics here in the form of a chart.

OLIVET COLLEGE LIBRARY	1954-1955	1955-1956	1956-1957	1957-1958	1958-1959	1959-1960
Total expenditures	$ 7018.37	$ 8289.09	$ 8605.32	$13637.10	$14992.76	$15442.00
Salaries	4770.89	5150.76	5795.26	9338.78	9182.91	10392.00
Books per, bdg.	2110.96	2406.67	1963.21	4226.95	4947.06	4650.00
Supplies	136.52	731.66	248.20	32.03	322.19	250.00
Other			598.65	39.34	540.60	150.00
Per cent of general and instructional	3.36	3.46	2.48	2.90	3.40	3.50
Per student	$ 30.95	$ 28.20	$ 26.00	$ 38.74	$ 39.06	
Students/Faculty	226/25	294/27	331/30	352/30	384/33	
Circulation: Total	4752	6478	5107	6559	8936	4506*
Student total	3012	4221	3085	3040	5859	2827*
per student	13	14	9	8.6	14.3	
Faculty total	738	773	677	684	729	509*
per member	30	26	23	23	23	
Other	545	1065	1052	2548	1812	617*
Reserve books	456	419	293	287	535	553*
Phono. records	210	196	95	185	178	61*
Book stock July 1	46,009	45,984	46,695	47,353	48,031	41,462**
added	572	830	1,036	911	769	1,045***
withdrawn	597	119	378	233	7,538	
June 30	45,984	46,695	47,353	48,031	41,462	
Periodicals	159	171	198	207	221	231
subscr./gift	128/31	140/31	151/47	160/47	172/49	

* 1st. semester only
** adjusted figure based on inventory
*** to April 1st.

Expenditures

The fact that the amount of money budgeted for the Library in 1958-1959 was 100% greater than that of 1954-1955 indicates marked improvement. Even more important, the Library budget of 1960-1961 is 200% greater than that of only six years earlier. Interesting enough, the 100% figure carries through most of the items in the above table.

The number of professional and subprofessional personnel in the Library has not increased for some years. However, the amount of money expended on professional, subprofessional, and student personnel has almost tripled in a seven-year period.

From a low of $2111 for books, periodicals, and binding in 1954-1955 the budget provision for these items will have increased to $5620 in 1960-1961. Such an expenditure will bring Olivet within the four per cent figure that is regarded as a correct amount for colleges of its type. With a projected enrollment of 425, this means that the Library will receive almost $48 for each student, an increase of about $13 per student over the current year. This figure, like that for the percentage of the budget allocated to Library costs, compares favorably with the per student expenditure at similar colleges.

Beginning with the fall of 1958, the Library set up a system of allocations to the divisions in proportion to their needs. For example, the Division of Science and Mathematics was told that it could requisition $180 worth of books for that academic year. This system enabled faculty members to know what funds were at their disposal and thus to plan their requisitions carefully and wisely. The adoption of budget control by the

Business Office has resulted in regular monthly reports on Library spending, with the result that both Library staff and business staff know at any given time the amount of money that is available for acquisitions and other Library costs.

Use of the Library

Like the expenditures, statistics on the circulation of books show a marked increase in the use of the Library from year to year since 1956.

The size of the campus, the location of the building, and the policy of open stacks make the use of the Library easy and natural for both students and faculty, so that often the necessity of checking out books is reduced. Consequently, though the circulation figures show an increased use of the Library, if the Library were less convenient those figures would be even higher. For the four faculty members who have their offices in the building access to books is so convenient that their use of the Library hardly shows in the circulation figures. The more serious students make regular use of the study tables provided in the stacks as well as the facilities of the reading rooms.

This type of use points up the desirability of modernizing desks and lighting. The lighting is old, and the present tables and chairs have been in use for many years. It is the intention of the College to modernize lighting and equipment so that staff, students, and faculty will have the benefit of comfort and maximum efficiency.

Staff and Services

The Library is under the direction of a full-time, professionally trained Librarian. The Librarian serves as a member of the Administrative Council, along with the President, the Dean of the College, the Business Manager, and the Dean of Students. In the year 1958-1959 the staff of the Library was as follows:

Name of Staff Member	Title or Area of Responsibility	Salary for This Year	How Many Months of Work Are Required for This Salary?	Highest Degree in Library Science or Extent of Training in Library Science	Non-Library Science Degrees Held
Hanson, George	Librarian	$5500	11	(5th yr.)B.L.S.	B.M. M.A.
*Troutner, Lela	Library Assistant	1/3 time	9	Summer Workshop	B.A. M.A.
Simboli, Violette	Library Assistant	$1.50 hr. 1/2 time	11	Penna. School Library Cert.;	B.S.
				20 hrs. at Simmons	
Richter, Nancy	Library Assistant	$1.15 hr. Fulltime			

In addition to her Library duties, Miss Troutner taught Latin and Greek. Six students gave part-time help. In 1959-1960 Mrs. Simboli and Mrs. Richter resigned when they moved out of the community, to be replaced by one full-time assistant during the second semester.

The Library, open 66 hours per week, is closed only Saturday evenings and Saturday and Sunday afternoons. All the facilities of the Library are open to students. Of course some books, such as works of reference, may not be withdrawn, and reserve books may be taken out only for limited periods. As a result of the recommendation of the team of library experts mentioned earlier, reserve books were removed from the open shelves during the past year.

New students receive systematic instruction in the use of the Library by the Librarian as part of their orientation program during the opening weeks of the college year. In Freshman English the first major paper is preceded by an explanation of how to find the particular materials that will be needed; these are chosen to include both books and periodicals and the use of bibiliographical tools is reiterated. All freshman students write research papers in Freshman English, and in many courses the term paper, necessitating use of the Library, is required. Moreover, since the College believes it vitally important that its students learn how to acquire needed information for themselves, and to compare and evaluate varying (at times even contradictory) ideas, opinions, and points of view, it constantly stresses the supplementing of textbooks and lectures with as wide use of the Library as possible.

The Library encourages the requisitioning of books by faculty members and is cooperative in acquiring books and materials that are asked for. Those who have requested books receive a pink slip bearing the call number when the books have been catalogued. The Librarian regularly issues to the faculty dittoed lists of new acquisitions. A new system and a new form provide prompt and definite check on overdue books, and a stricter policy is resulting in more prompt return of books by students.

To facilitate the use of audio-visual equipment and to provide for its care, the Library has taken responsibility for it.

The recataloguing of the Library holdings has resulted in greatly improved service to the Library users. The new catalogue is thoroughly professional, using Library of Congress printed cards where available, the Sears subject headings amplified by Library of Congress headings in scholarly fields, and proper standards in names, references, and filing. By 1958 over 18,000 volumes were represented in the new catalogue, more than one-third of the collection. The new catalogue covers all accessions since 1945, a number of whole Dewey classes, and a large number of single titles.

The holdings in Ancient History and Medieval Europe are complete in the new catalogue. The French, Italian, and Spanish collections and the holdings in Economics and Mathematics have been weeded and are nearing completion. In connection with the cataloguing of the Armstrong gift of books in the Classical Languages and Archeology a number of works on Classical Literature and Civilization have been recatalogued, and many individual titles were recatalogued for active use. The old catalogue steadily dwindles because of weeding and recataloguing.

The work of recataloguing provides a modern catalogue for use with the collection and for teaching the use of libraries, as well as a shelf list for inventory purposes, which formerly was lacking. As a side value of the recataloguing, faculty members have had to become aware of the holdings in detail and of gaps in the collection. Consequently, both buying and use by the faculty have become more knowledgeable.

Some of the factors that account for progress in recataloguing are these:

1. re-study and simplification of processing techniques, mainly in pasting and marking
2. impetus given by faculty members
3. provision of added personnel
4. the high quality of student help.

The numbers of books involved in the cataloguing and recataloguing process over the last five years are as follows:

Years	New Titles	New Volumes	Old Titles	Old Volumes	Total Titles	Total Volumes
1954-1955	361	386	22	27	383	413
1955-1956	661	786	299	378	960	1164
1956-1957	1008	1161	656	958	1664	2119
1957-1958	747	965	794	1142	1541	2107
1958-1959	658	736	1682	2427	2340	3163

In the area of periodicals the Library shows a development comparable to that in other fields. In five years the subscriptions increased by 72 items, for a total of 231 in 1959-1960. Since no single statement will show the subject matter coverage of the periodicals, the list of subscriptions is given here:

Subject List of Periodicals
1960

NEWSPAPERS

Chicago Tribune
Christian Science Monitor
Detroit Free Press
Manchester Guardian Weekly
New York Times
Olivet Optic
State Journal (Lansing)
Wall St. Journal

GENERAL MAGAZINES

American mercury
Atlantic monthly
Commentary
Freeman
Harper's
Headline series
Holiday
Horizon
Life
Look
Modern age
Nation
National review
New republic
New Yorker
Newsweek
Progressive
Reader's digest
Realites
Rotarian
Saturday evening post
Time
U.S. news & world report
Vital speeches

LITERATURE

Antioch review
Auxilium Latinum
Books abroad
Classical journal
Deutsche buch
Griffin
Hudson review
Kenyon review
Mid-century
Modern language journal
New England quarterly review
Partisan review
Peninsula poets
Poetry
P.M.L.A.
Saturday review
Sewanee review
Times literary suppl.(London)
Virginia quarterly
Yale review

SCIENCE, TECHNOLOGY, MATHEMATICS

American Biology Teacher
American j. of mathematics
American j. of physics
Astronomical journal
Audubon magazine
Bell System technical journal
Chemical abstracts
Chemical news
Copeia
General Electric Defense quarterly
General Motors engineering journal
J. of the Amer. Chemical Society
Michigan conservation
Natural history
Nature magazine
Popular photography
Popular Science
School science and Mathematics
Science news letter
Scientific American
Scripta mathematica
Sky and telescope
Smithsonian contributions to Astrophysics
Soil conservation
Steelways
Technology and culture

HISTORY, GEOGRAPHY

American heritage
American historical review
American quarterly
Americas
Century gazette
Church history
Current history
Focus
Geographical review
J. of modern history
J. of the history of ideas
Korean survey
Michigan history
Middle East press review
Mississippi Valley Hist. review
Mundo hispanico
National geographic
Paris-Match
Speculum
Venezuela up-to-date

RELIGION, PHILOSOPHY

Chicago theo. seminary review
Christian century
Ecumenical review
Hibbert journal
Intercollegian
J. of philosophy
Motive
Philosophical review
United Church herald

SOCIOLOGY, POLITICS, PSYCHOLOGY

American anthropologist
American Bar Assn. journal
American j. of psychology
American j. of sociology
American sociological review
American statistician
Annals of the American academy
British affairs
Congressional record
Crisis
Foreign affairs
Foreign policy bulletin
Human events
International conciliation
J. of abnormal & social psychology
J. of consulting psychology
J. of educational psychology
J. of educational sociology
J. of the Amer. Statistical Assn.
NATO letter
Psychological abstracts
Psychological review
Social casework
Social research
Socialist call
Sociometry
U.N. review

ARTS

American record guide
Architectural forum
Art Bulletin
Art in America
Art news
Ceramics monthly
College art journal
Graft horizons
Dance
Educational theater journal
Interior design
American economic review
AFL-CIO news
Barron's
Bell telephone magazine
Business conditions
Business week
Cleveland Trust Co. bulletin
Consumer reports
Dun's review
Ecology
Federal reserve bulletin
First Nat'l. City bank newsletter
Fortune
Music and letters
Music educators journal
Musical America
Musical quarterly
N.Y. Metropolitan museum bulletin
N.Y. Museum of Modern art bulletin
Opera news
Portfolio
Smith College museum of art bulletin
Theatre arts
World theatre
Indiana Labor Tribune
International Teamsters
MSU Agr. exp. sta. q. bulletin
Mich. U. advertising papers
Mich. U. business papers
Mich. U. business review
Mich. U. business studies
Michigan farm economics
Monthly labor review
Quarterly j. of economics
Steel facts
Survey of current business

HEALTH, RECREATION

Amer. Medical Assn. news
Athletic journal
J. of health, physical edu., etc.
J. of school health
Recreation
Research Q. (Assn. for Health, etc.)
Sports illustrated
Today's health

EDUCATION

American scholar
Childhood education
Education digest
Educational record
Educational screen and AV guide
Higher education
Liberal education
MSU magazine
Michigan U. school of educ. Bulletin
Michigan education journal
NEA journal
North Central Assn. quarterly
Quarterly j. of speech
School and society
School review
Senior scholastic

BIBLIOGRAPHY

Amer. library assn. bulletin
Art index
Book review digest
Booklist
College and research libraries
Cumulative book index
Education index
Essay and general literature index
International index
Library journal
Michigan library news
Readers guide
Scholarly books in America
U.S. Gov't public monthly cat.
Vertical file service cat.
Wilson library bulletin

Recent Accomplishments and Appraisal

In addition to the general development of the Library in administration, holdings, and finances, certain specific accomplishments of the last two years call for comment:

1. Acquisition of a microfilm reader and periodicals on film.
2. Disposal of duplicate and useless magazines. In 1958-1959 this resulted in a return of $1743.58.
3. Gifts from interested persons and organizations, including some 30 items over a period of two years. Among the larger gifts were these:

Mary E. Armstrong Estate	$200 worth of books
Class of 1959	200 for books
National Book Foundation	100 worth of books
Dr. Harold W. Carlson	350 worth of books
U.S. Steel Foundation	450 for books
Bushnell Church, Detroit	125 for books
Hermes Foundation	500 for books

4. Substantial completion of the file of Chemical Abstracts.

Considerable impetus to Library improvement was given by the visit of the group of library experts mentioned in the introduction to this section. Among the services of this group was a set of architectural plans for remodeling the building and increasing the usable space. Because of the disirability of fitting Library improvements into the total plans for the development of the College, these architectural recommendations have not yet been put into effect. But they do provide the basis for conjectural planning and have stimulated lively thinking about the next steps to take in making a better library.

Does the present Library serve the educational purposes of the College? There is no doubt that it does. The holdings are fairly large and in the main well suited to the instruction that the College gives. The Library staff, though not large enough, gives willing and effectual service to students. Though the building and equipment are scarcely up to date, they offer no real hindrance to the purpose that the Library is meant to serve. The financial appropriation to the Library is now worked out systematically in relation to expected income so that the Library works with a stated sum of money and can plan accordingly. The management of the Library is orderly and efficient. Salaries have been improved.

Apart from the building and furnishings, improvement in the Library and its service is a matter of development rather than change. A still larger Library appropriation in the budget will result in larger staff, increased acquisitions, and better equipment. Undoubtedly the Library building will receive attention along with other physical improvements as the development program is initiated and carried toward completion. In its essential nature the Library is sound.

C. Convocations, Lectures, Concerts, Exhibits, Plays

The weekly Convocations, which all members of the College community are expected to attend, are a vital part of the Olivet College education. In the Convocation Olivet realizes one great advantage of the small college--the opportunity for all its members--students and faculty--to meet together for a unified purpose. The series of some 30 Convocations opens formally each year with an academic procession and an address by the President. Each Thursday thereafter all students and faculty come together for one hour.

The Convocation begins with a devotional service consisting of a hymn, the reading of a lesson, and a prayer. Often the College Chorus or Ensemble offers a special number. The College emphasizes the devotional service to express its Christian purpose and to develop in all students religious attitudes regardless of their religious preferences. This worship service is the responsibility of the United Campus Christian Fellowship group. Some 25 to 50 students thus have the opportunity to gain an educational experience through their participation.

The major part of the Convocation consists of a speech. Recognizing the need to provide competent speakers and enlightened discussion on some of the great issues of the day, the College brings to the Convocation college presidents, labor leaders, ministers, poets, novelists, scholars, Congressmen, and gubernatorial candidates. Some of the topics presented in 1959-1960 were: "A Modern View of the Bible," "Peacetime Uses for Atomic Energy," "Rationalism and Romanticism," "The Novelist at Work," and "How to Make a Poem."

The Convocation Committee works closely with members of the Scholars Committee to obtain speakers of import for both Convocation and the Scholars Lectures.

The Scholars Committee is one of the standing committees of the College. Its main function is to provide a yearly series of speeches called Scholars Lectures. From its modest beginnings some six years ago, the lecture series has become one of the most popular and distinguished of Olivet institutions. In 1959-1960 scholars from such universities as Northwestern, Louisiana State, North Dakota, Wayne State, and Michigan State were presented to speak on their specialities in linguistics, literature, sociology, musicology, philosophy, and art history. The committee's purpose is to provide the academic community with able presentation of scholarly material from as many of the liberal arts disciplines as possible and thus to supplement the education provided in the regular curriculum.

Interest in these lectures provides remarkable commentary on Olivet. At their inception it was felt that however few people attended or however slight the interest might be, the scholarly level of the lectures would be maintained. It has, however, become the custom for one-quarter to one-half of the student body to attend, well over half the faculty, and a liberal representation of townspeople. Often the lecturer, besides giving the Scholars Lecture, speaks in Convocation, and meets informally for discussion in the Coffee Shop or a lounge. Thus his visit to the campus becomes a major event and has significant influence. Because of the success of the lectures the administration has offered to increase the budget for the Scholars Committee next year.

The Music Department does much to contribute to the cultural atmosphere of the College by its presentation of student recitals, concerts by its music organizations and faculty, concerts by visiting artists, and lectures. Often single musicians or groups appear in concert in other communities.

Over a four-year period there have been 11 junior recitals, 12 senior recitals, and 12 general student recitals. Usually faculty members appear in recital at least once every other year. The department presents some four concerts by outside artists each year. In 1959-1960 the performers were Dr. Hugo Wolfe, Miss Vera Tishoff, The Michigan State University Chorus, and Dr. and Mrs. Rudolph Ganz.

An extraordinary feature of the musical life of the College is the large number of students who participate in musical events. In the production of The Messiah at Christmastime 1959 almost one-quarter of the students sang in the choir or played in the orchestra. The combined Chorus and Ensemble often numbers one-eighth of the student body.

Art permeates the consciousness not just of art students but of the entire College through exhibitions and related activities. Exhibitions include both rented collections and displays of work by students and members of the art faculty. As usually happens in connection with exhibitions, one item in the 1959-1960 series, "Twentieth Century Mexican Printmakers," was supplemented by an art lecture given by a member of the faculty. The College also keeps a collection of good reproductions which it rents for a very nominal fee to students to hang in their rooms.

The student and faculty exhibitions each year are an especially important part of the exhibition program. Studio students need the experience of preparation and presentation of work, and they should see regularly the work of their instructors. The whole community gains from this contact with the products of studio instruction. For students the culminating exhibition of the year is the April show made up of the works of Art Appreciation students and students from more advanced studio classes In the fall of 1959-1960 student drawings on the theme "Olivet, College and Town" were exhibited at Homecoming time. Preceding the spring exhibition this year was a show of original paper mache masks designed and constructed by freshmen as a project in the study of primitive art.

Whenever possible, students' work is entered in shows in other communities. In 1960, 13 students entered 20 works in a community exhibition sponsored by the Charlotte Public Library. In the faculty shows students have an opportunity to relate the instructors' work to their teaching--or to find in the work a more concise statement of what cannot be presented verbally. The art history courses have been supplemented in recent years by field trips to Ann Arbor, Detroit, Cincinnati, and Toledo. The objectives have been to see major galleries and major exhibits and to hear lectures by specialists on topics related to the exhibitions.

In the last three years the College community has seen fourteen dramatic productions by students. The plays have included The Glass Menagerie, Everyman, Arms and the Man, and Oedipus Rex. Students design and build the sets for the plays and sometimes direct the productions.

These plays are usually seen by 200 to 300 people, a large segment of the College community.

The spring of 1960 saw the production of a play written and produced by students for the third year in a row. The excitement of this type of activity may not be peculiar to Olivet, yet it certainly is something not matched on every campus. In the same spirit of productivity students have independently produced musical programs from time to time and written for literary journals and supplements.

This student participation and interest in artistic events probably derives in part from the Artistic Process, in which every student is required to have some experience as a freshman. But the characteristics of the campus and the size of the student body also are influential. The Olivet student simply cannot be unaware of the existence of lectures, concerts, plays, and exhibits. Evidence of them strikes his attention in class, in the buildings, in the dining room, in the gymnasium, in the lounges. The percentage of students participating is so high that nonparticipating students cannot help hearing about what is going on. All of the students hear the Convocation lectures, even if some do not listen closely; all see the exhibits, even if some do not look closely. Every student has friends and acquaintances who are involved in one activity or another.

The College considers this state of affairs an essential aspect of the education that it gives its students.

Chapter VI

THE FACULTY

The definition of the educational task of a college, such as that which appears in Chapter II of this report, implies the existence of a faculty prepared to carry out this task. Who are the people that constitute the faculty, what are their responsibilities, what are the circumstances in which they do their work? The purpose of this chapter is to answer those questions.

Personnel

The faculty of Olivet College consists of 36 members, including the teaching staff, the President, the Dean of the College, the Dean of Students, the Registrar, and the Librarian. Thirty-two of the total number who are designated as faculty members and participate in faculty meetings are actively teaching in the year 1959-1960. Of this number, 29 devote full time to teaching. The Dean of the College gives one-quarter of his time to teaching, the instructor in Economics two-thirds, and the instructor in women's Physical Education one-half.

Forty-nine colleges and universities are represented by the degrees held by Olivet College faculty members. Twelve of the active teachers hold doctorates in their major teaching fields. This constitutes 37.5% of the group. Eighteen--or 56.2%--hold the master's degree. The other two instructors, of whom one will receive the master's degree soon, hold the bachelor's degree. Three members of the faculty have been recipients of honorary degrees. Of those with the master's degree, three are active candidates for the doctorate. One instructor holds a foreign doctorate, in addition to the Ph. D. degree, and one instructor received a certificate from the Royal Conservatory of Brussels.

The faculty members have spent, on the average, 26 months in graduate study. The average number of years of experience in teaching and administration is 9.9. The average number of years spent at Olivet College is seven.

The age distribution of the faculty is as follows:

20 to 29 years	5
30 to 39 years	8
40 to 49 years	3
50 to 59 years	9
60 to 69 years	7

Olivet College faculty members hold membership in 72 professional, learned, and honorary societies. The professional organizations to which they belong are as follows:

Alabama Historical Society
American Association of University Professors
American Astronomical Society
American Chemical Society
American College Personnel Association
American Economic Association
American Educational Theater Association
American Guild of Organists
American Health, Physical Education and Recreation Association
American Institute of Biological Sciences
American Institute of Chemical Engineers
American Library Association
American Personnel and Guidance Association
American Political Science Association
American Musicological Society
American Psychological Association
American School Counselors Association
American Statistical Association

Association of Michigan College Chemistry Teachers
La Casa della cultura Ecuatoriana
Catholic Economic Association
Central States Modern Language Teachers Association
Ecological Society of America
International Political Science Association
Mathematical Association of America
Michigan College English Association
Michigan Colleges Foundation
Michigan College Personnel Association
Michigan Education Association
Michigan Health Council
Michigan Music Teachers Association
Michigan Sociological Society
Michigan Speech Association
Midwestern College Chemistry Teachers Association
Midwest College Placement Association
Midwest Conference of Political Scientists
Midwest Sociological Society
Modern Language Association
Music Library Association
National Association of Biblical Instructors
National Council of Teachers of English
National Education Association
National Basketball Coaches Association of America
National Football Coaches Association of America
National Music Teachers Association
Southern Historical Society
Speech Association of America

The honorary societies to which they have been elected are as follows:

Delta Kappa Gamma
Kappa Delta Pi
Phi Beta Kappa
Phi Delta Kappa
Phi Kappa Phi
Phi Lambda Upsilon
Phi Sigma
Phi Kappa Lambda
Sigma Xi

During the academic year 1959-1960 faculty members attended a total of some 40 meetings of the organizations in which they hold membership as well as special meetings organized among colleges for the promotion of academic excellence. At least seven members have appeared on programs, led discussion groups, had works entered in exhibitions, and presented concerts. One monograph and five professional articles were scheduled for publication by members during the year:

Dr. Newcomer, *The Pharmacy Curriculum and the Liberal Arts,* McGraw-Hill
"The Liberal Arts in Agriculture Curricula,"
College and University
Dr. Speare, "Parasites of the Central Johnny Darter,"
Journal of Parisitology
"Certain Growth Aspects of the Central Johnny Darter,"
Copeia
Dr. Zwart, "Code or Language," *International Language Review*
Dr. Tsao, "Oxygen Transfer in Fermentation Systems,"
Journal of Biochemical, Microbiological Technology and Engineering (two papers)

Two members of the faculty and the wife of one member read papers at the spring meeting of the Michigan Academy of Science, Arts, and Letters, and one faculty member served as judge of the art competition.

Two scholarly appointments are currently held by faculty members: Mr. Gruen has a Research Corporation Fellowship for summer graduate study. Dr. Tsao is a consultant with the University of Michigan Research Institute. Dr. Boucher is a member of the State Board of Education Committee on Teacher Training and Accreditation, and Mr. Riethmiller holds an appointment from Governor Williams to serve as a member of the Governor's Commission on Community Colleges.

Appointment, Organization, and Assignment

The appointment of new faculty members is chiefly the responsibility of the President and the Dean. Usually the Dean initiates inquiry, holds the first conference, and conducts the correspondence. He discusses candidates' qualifications with the head of the department, the chairman of the division, and the President. When a candidate comes to the campus for an interview, the Dean introduces him to the division and department heads and the President, who have the opportunity to investigate the candidate's qualifications carefully. A contract is offered only if all the people concerned agree. A copy of the contract form appears as Exhibit A.

The organization of the faculty into departments and divisions is discussed in detail in Chapter IV. A second type of organization is that based on faculty rank. Olivet faculty members hold their appointments according to the usual form of rank: Professor, Associate Professor, Assistant Professor, and Instructor. In 1959-1960 the distribution among ranks was as follows:

Professor	6	18%
Associate Professor	6	18%
Assistant Professor	12	36%
Instructor	9	27%

For 1960-1961 promotions add one each to the Associate Professor and the Assistant Professor ranks.

The distribution according to rank among the divisions is as follows:

	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Ph. D.
English	2	1		2	3
Foreign Language		1	1		1(+1)
Science and Math.		1	4		2
History, Pol. Sci. and Economics	1	1	2	1	2
Phil. and Religion	1				1
Sociology and Psych.		1	1		2
Fine Arts	2		2	2	0
Education and Physical Education			3	2	1
(The Librarian)		1			

A third type of organization is that of the faculty committees. Each faculty member is asked to serve on at least one faculty committee charged with responsibility for some aspect of College affairs. The standing committees as they are now organized have been found through experience to provide appropriate faculty supervision over those matters that should be their concern without demanding an unreasonable amount of time and attention from the members: Registration, Testing, Academic, Orientation, Teacher Training and Extension, Scholars, Convocation, Religious Activities, Library, Vocational Placement, and Student Activities and Societies.

The Registration Committee, which has 15 members, and the Testing Committee, which has nine members, function at the beginning of each semester. The Academic Committee, on the other hand, meets every

Thursday afternoon throughout the year in order to keep in touch with the academic affairs of the College and to study constantly suggestions, plans, and developments related to academic requirements. It is charged with defining, guarding, and raising academic standards. Each marking period it determines the academic achievement list and probationary status, and it decides upon dismissal for academic reasons. Action that results in changes in courses and credits is initiated in the Academic Committee, which introduces such business to the faculty meetings for decision.

The primary responsibility of the Scholars Committee is to arrange for and publicize a series of lectures on scholarly subjects each year. It undertakes to raise the scholarly tone of the campus through scholarship announcements, recognition of students who have done well academically, and sponsorship of colloquia following lectures. The responsibilities of the other committees are reflected by the titles.

Of primary concern, of course, are the teaching responsibilities of the faculty. For how many classes and how many class preparations is the faculty member responsible? For how many students does he serve as adviser? Are his total responsibilities of such scope that he is able, in time and energy, to teach effectively? The following chart, which shows figures for the first semester of 1959-1960, presents clearly the teaching assignments of the faculty:

Name of Faculty member	Subjects	Number of Advisees	Number of Students	Credit Hours	Courses	Contact Hours
Barnes, R.	Voice	13	77	3	Lessons Chorus Ensemble	18
Blake, P.	English Drama	17	100	4	3	12
Boucher M.	History	15	109	9	3	9
Clark, F.	Biology	9	98	7	2	21
Cole, B.	Piano Organ	7	35	5	1 and lessons	21
Curry, C.	Art	12	43	15	7	18
Dykhouse, S.	Education	6	57	14	4	14
Gambardella, J.	Economics	14	52	9	3	9
Grob, F.	Political Science German	9	79	15	5	16
Gruen, F.	Chemistry	19	54	10	3	18
Hanson, L.	Mathematics	17	85	14	4	16
Hendrick, L.	English	14	52	12	3	12
Livingston, J.	Physical Education	12	64	7	5	9
MacLennan, N.	Education	17	21	6	2	5 and School Visits
Newcomer, J.	English and Dean	-	22	3	1	3 and Dean
O'Kelley, J.	English	19	93	12	2	12
Parsell, S.	Physical Education Coaching	15	93	7	5	10 and Coaching
Paul, H.	Physical Education Coaching	16	48	6	3	10 and Coaching
Pas, P.	Music	7	69	5	2 and lessons	20

Faculty Teaching Load, continued:

Name of Faculty member	Subject	Number of Advisees	Number of Students	Credit Hours	Courses	Contact Hours
Roys, J.	Psychology	14	103	9	3	11
Speare, E.	Biology	16	79	8	2	14
Thomas, A.	Music	17	77	12	4	13
Stevens, A.	History	18	95	12	1	12
Troutner, L.	Latin Greek	12	39	15	5	15
Tsao, G.	Physics	6	37	8	3	11
Waisanen, C.	Sociology	18	74	12	4	12
White, H.	Philosophy Religion	8	128	9	3	13
Whitney, W.	Art	8	139	6	3	10
Zwart, M.	Language	15	76	19	7	21

Conditions of Service

Olivet College accepts the concept and the desirability of academic freedom. The College acknowledges that the pursuit of truth may lead individuals to different conclusions. It is presumed by the College that no teacher or educational officer will use his office to give prestige to partisan and purely personal opinion. It is expected that all College personnel will be responsible for their actions and that their actions will be acceptable within the compass of Christian morality and ethics.

How well satisfied faculty members are with respect to academic freedom at Olivet appeared recently in their reaction to this statement on an opinion poll that was used at some 75 colleges: "This college enjoys soundly conceived and wisely administered policies with respect to academic freedom." Thirteen faculty members stated that they agreed strongly; 10 stated that they agreed; one had no opinion.

The concern of the trustees and the administration for faculty welfare is reflected in the great improvement that has taken place in faculty salaries in the last five years. In fact, the improvement in salaries has gone considerably beyond the goal that was thought possible only five years ago, when it was stated: "Salaries that the College proposes to meet in two to three years are as follows: Professor $5000, Associate Professor $4500, Assistant Professor $4200, Instructor $3600." How great that improvement is appears in the following salary scale, on the basis of which faculty contracts were offered for the year 1960-1961:

Rank	Base Salary	Range of Actual Salaries	Top Salary
Professor	$5700	$6200 to $7500	$7500
Associate Professor	5200	6200 to 6600	6600
Assistant Professor	4800	5100 to 5800	5800
Instructor	4500	4800 to 5200	5200

Factors that result in salaries higher than the base figure are these:

Department Head	$200 to $500	additional
Experience	200 to 800	additional
Ph. D. degree	300	additional

The X factor: effectiveness of teaching,
extra responsibilities, etc. $100 to $300 additional

Major strides in faculty salaries came about in the year 1958-1959, when a foundation granted a sum of $7,400 to Olivet to increase salaries in the middle of the year. The following year additional increases were made, leading to the salary schedule that appears above. The officers of the College have every intention to maintain a schedule in the coming years that will compare favorably with other colleges of the same type and with colleges and universities in general.

Olivet as yet has no system of sabbatical leaves. Though present and proposed salaries compensate in part for this lack, the College should look forward to adopting such a system. The College has granted leaves of absence and through special funds has encouraged graduate study by several faculty members.

It is reasonable that faculty members, as long as they are meeting the responsibilities of their appointments, should feel secure in their positions and safe from the personal bias of administrators or changes in administrative personnel. Consequently, in 1955 the College provided for a policy of tenure that appears in the following statement:

> Academic tenure helps to make academic freedom possible. No member of the Olivet staff should ever feel that his appointment will be terminated arbitrarily. Appointments are made with a view to permanence with certain exceptions, explicit to all concerned. Decisions to discontinue the employment of a member of the staff for incompetence appearing in the performance of the functions of the position; action, verbal or physical, inconsistent with Christian ethics or morals; or because the staff member has reached the age of retirement, will be taken by action of the Administrative Committee of the College confirmed by the Board of Trustees. Initial appointments are made for one year and initial appointments may be repeated for three years. At the discretion of

> the Administrative Committee, the second or subsequent appointment may be for three years after which the teacher is eligible for tenure(continuous appointment), if he or she has attained the rank of associate professor and has achieved a doctorate in his or her field. The rank of professor implies tenure in any case.

Ten members of the faculty received tenure according to the provisions of this statement. However, because there was some feeling among trustees that this statement was inadequate, a new statement was drawn up in the year 1959-1960 and submitted to a trustee committee for consideration and approval. If the following statement is finally approved, it will go into effect on July 1, 1960.

> Tenure is a condition of continuing employment granted by the Board of Trustees in accordance with provisions herewith set forth. Tenure is intended to protect the status of faculty members as teachers and does not apply to any administrative position such as the Dean, Division or Department Heads or any similar position, except that persons holding such positions may be granted tenure as teachers. Tenure shall cease to apply in the event of the abolition of a teaching position because of decreasing enrollment, financial exigency, or curricular change. Employees having been granted tenure may be dismissed only for such cause as may be deemed inimical to the best interests of the College. Any employee facing dismissal for such cause may appeal his case to a Tenure Committee composed of three members elected by the faculty, said members holding tenure, and three members selected by the Board of Trustees with the President of the College serving as an ex-officio member without vote. In the event one of the faculty members of this group is the case in point the other two may select a qualified substitute. The Chairman of the Tenure Committee shall be elected from the voting members and shall have the responsibility of calling meetings. The term of each committee member shall be for the fiscal year but members may be re-elected. A simple majority shall constitute a quorum. The Tenure Committee shall make recommendations to the Board of Trustees but action by the Board of Trustees shall be final.
>
> Tenure as heretofore defined shall be granted automatically to all faculty members who meet the following requirements:
>
> a. Have been in the continuous full-time employ of the college for three years.
>
> b. Is 65 years of age or younger on or before July 1 of the fiscal year in which tenure is to be granted.

> c. Holds an earned doctor's degree in his major field
> d. Holds the rank of professor or associate professor
>
> Tenure may be granted to faculty members who do not meet the above requirements upon recommendation of the President and subsequent approval of the Board of Trustees.

In the spring of 1960 the following employee's sick leave policy was submitted to the Board of Trustees for consideration:

> Salaried employees may be temporarily absent from duty because of their own personal illness, or because of serious illness or death in their own immediate family, without loss of pay for a period not to exceed the employee's total accumulated days of sick leave, since days absent for such reasons will be subtracted from the employee's accumulated total. The immediate family means the husband, wife, child, father, mother, father-in-law, mother-in-law, brother, sister, grandparent, grandchild, or any relative living in the same household with the employee. Sick leave is allowed at the rate of one day per month and may be accumulated to a maximum of 55 days.
>
> At the inception of this policy each salaried employee shall be considered as having accumulated sick leave as follows:
>
> one year's prior service 5 days
> two year's prior service 10 days
> etc. at the rate of 5 days each year
> prior service to a maximum of 55 days.

In providing for the economic welfare of the faculty members, the College has provided certain economic safeguards in the form of a retirement system and several forms of insurance. The College has had a formal retirement system since 1955, when it entered into an agreement with a private insurance broker. An outline of the TIAA-CREF plan that is in force at Olivet follows:

> I. Participation. A retirement plan is hereby established for all salaried employees of Olivet College. Participation of eligible individuals shall be voluntary after attainment of age 25 and continuing to age 70.
>
> II. Retirement Age. Except as provided in Section III, all participants in this retirement plan shall retire at the end of

the academic year in which they attain age 65, herein called normal retirement age.

III. *Extension of Service.* By special approval of the College, extensions of service beyond normal retirement age may be made for definite periods not to exceed one year each, but no such extensions shall postpone retirement beyond the end of the academic year in which age 70 is attained.

IV. *Contributions.* Each participant in this retirement plan shall contribute four percent of his regular monthly compensation; Olivet College shall deduct each such contribution from compensation payments, add equal amounts as its contribution, and apply the combined sum to the purchase of retirement benefits for the participant as follows:

(a) at the election of the participant, either 100 percent, 75 percent, 66 2/3 percent, or 50 percent of such combined sum will be forwarded to Teachers Insurance and Annuity Association of America as a premium for a retirement annuity contract on the participant's life.

(b) the balance, if any, of such combined sum will be forwarded to the College Retirement Equities Fund as a premium for an Equities Fund annuity certificate on the participant's life.

Upon request, the participant may contribute more than 4% but the College does not match the extra payment.

V. *Contracts.* Each retirement annuity contract and certificate written in accordance with Section IV is for the sole purpose of providing a retirement and/or death benefit and is the property of an individual participant; each contract and certificate is between a participant and the issuing company.

VI. *Prior Service Benefits.* Upon retirement, as provided in Sections II and III, of a participant who is eligible for past service benefits on the effective date of this plan, Olivet College plans, but does not promise, to pay a monthly pension to the participant in recognition of prior service, computed according to the following formula:

> 1% per year of the total of all earnings for continuous service up to the time of adoption of this program but not including time past the school year in which the participant reached the age 65.

VII. *Amendment.* While it is expected that this plan will continue indefinitely, Olivet College reserves the right to modify or discontinue it at any time.

VIII. *Effective Date.* The effective date of this retirement plan shall be February 1, 1960

The College and the faculty participate in the Federal Social Security program. All faculty personnel are covered by a group term life insurance policy, the cost of which is borne by the College. The maximum benefit from this insurance is $1,500. With few exceptions, the entire faculty is eligible for this maximum coverage. In addition, the College participates in the Michigan group Blue Cross--Blue Shield program.

Beyond these basic provisions for financial security, there are several circumstances at Olivet contributing to faculty welfare and satisfaction. The College is a cooperative member of the Tuition Exchange program, by which children of faculty members have their tuition remitted by member colleges to which they are admitted. Children and spouses of faculty members receive tuition grants at Olivet.

Property values and rental charges in Olivet are lower than those in most communities, so that housing does not present, usually, a very serious problem. The faculty members are, for the most part, comfortably housed.

Faculty members living in College-owned houses	12
Faculty members owning their own houses	9
Faculty members renting from private landlords	15

The Olivet community offers the normal necessities, convenience, and amenities. The village itself is quiet and attractive--in fact, the usual academic visitor expresses admiration for the general air of peacefulness in which the College people live their academic lives. A good number of the faculty participate in church activities: membership on the governing boards, teaching Sunday school classes, taking part in guilds, contributing their efforts to special events, etc. Many belong to service clubs and social groups. The lectures, concerts, athletic events, plays, and meetings that crowd the Olivet calendar and are open to participation by all interested people are dealt with elsewhere in detail. Many Olivet people take advantage of the civic and cultural conveniences of Battle Creek, Lansing, and Ann Arbor. There is no doubt that a college and a small town setting combine to offer advantages that faculty people enjoy.

Evaluation

What is the significance of the facts concerning the faculty as they appear earlier in this chapter? Are the qualifications of the faculty and the circumstances under which they work appropriate to the tasks that they are asked to perform? Are they characteristic of a college in which a student is able to get a good undergraduate liberal arts education?

1. Qualifications of the faculty. Faculty members are assigned to teaching responsibilities that they are academically qualified to fulfill. While the percentage of Ph. D. degrees compares favorably with that of other colleges, there is the expectation that it will be increased. The faculty members with the Ph. D. degree are well divided among the divisions. There is evidence of a lively intellectual spirit in membership, participation, and projects.

2. Organization of the faculty. The divisional arrangement

appears to be conducive to good teaching. The organization according to rank provides incentive and recognizes service and attainment. The committees provide for the sharing of responsibilities without overburdening individual instructors and lead economically and responsibily to faculty action. Teaching loads are kept low enough to provide for the type of education that Olivet intends to give and at the same time leave the instructor freedom for keeping abreast with developments in his field.

3. The College is acting responsibly in maintaining good conditions of faculty service and in improving them. Academic freedom is as much assured at Olivet as at any other college. Starting salaries are higher than at many colleges, and the salaries of the higher ranks are at least equal to the national averages. The policies of tenure and retirement have been decided with the welfare of both the College and the faculty member in mind. Living conditions are economical, pleasant, and comfortable.

Evidence of the accuracy of these statements appears in the figures on faculty resignations during the past four years:

Academic Year	Number of Faculty (excl. adm.)	Number of Faculty Leaving in June	Percentage
1956-1957	28	7	29%
1957-1958	28	5	17
1958-1959	31	4	13
1959-1960	32	3	9

The reasons for faculty turn-over appear in the following table:

Retirement	Resigned to Take Another Position	No Contract Offered	Instructor Rank	Other reasons (Marriage, Death, Leaving the Profession, Graduate Study)
4	7	2	4	6

A definite decrease of turn-over seems to be the trend; faculty stability appears to be increasing.

The conclusions that appear in this final section of this chapter are not drawn with complacency or with the feeling that there is no more to be accomplished. Though improvement has been made in each aspect of faculty qualification and service over the past five years, it is felt to be necessary, by faculty and administration alike, that improvement be continued.

Chapter VII

THE OLIVET STUDENT

Olivet College recognizes that the reason for all of its thinking and planning is the student. In earlier chapters its purpose has been stated in terms of the student; in Chapter VIII its achievement has been measured in the same terms; the curriculum, in its organization and emphases, has been evaluated in terms of the student. The purpose here is to analyze the conditions of student life at Olivet and to measure their part in fulfilling the purpose of the College.

Olivet is concerned that the student, by living and studying here, shall develop into a socially responsible person who is emotionally mature and sound in his values and judgments. Through its living conditions and its program of activities it hopes to contribute to the student's choice of a vocation and to his ability to adjust to and to accept the conditions of responsible adulthood.

The place of the Dean of Students in the administrative organization of the College appears in Chapter III. Student activities are under his direct supervision. Other officials (aside from the President and the Dean) involved in student life and activities are dormitory supervisors, faculty advisers to student organizations, the Student Activities Committee, the nurse, the coaches, and the student advisers.

A. Admissions

Olivet's service to the student begins with the process of admission. To acquaint the inquiring student with the College, to receive his application, to assemble the necessary information, and to give tests and make preliminary evaluations, the College maintains an Admissions Office. This office is staffed by a Director, one full-time field representative or student counselor, two part-time representatives, a secretary, and a typist. From time to time some members of the faculty help with college-night programs and by meeting and talking with prospective students.

The procedures of the Admissions Office appear in the following statements:

1. All applications for admission or readmission to the College shall be made to the Director of Admissions.

2. The Admissions Office shall process these applications, securing the proper transcripts, references, etc., and submit them to the Admissions Council. The Admissions Council is composed of the Director of Admissions, the President of the College, and the Academic Dean of the College. The Council members may seek the advice and counsel of any competent person in making a decision, as long as the confidential nature of the material contained in the application is maintained. The Director of Admissions serves as Chairman of the Council. (The forms used appear as Exhibit F).

3. The members of the Admissions Council shall record their votes in writing in the space provided for this purpose on the application forms.

4. The Director of Admissions shall inform the applicant in writing of the decision of the Council.

5. Ordinarily, a unanimous vote of the Council is required for action. In case of a disagreement, the President shall resolve the matter.

6. All applications will be acted upon promptly. In case of the prolonged absence of a member of the Council, the President shall designate another person to act in his place.

7. In an emergency, the Dean of the College may admit a former or transfer student, or the Director of Admissions may admit a freshman student without reference to the Council. In the case of a readmission, the student must not be under disciplinary action if readmitted under emergency, and a freshman student must have an above-average high school record, possess unquestioned character, and have interests which will be suitable to Olivet College.

The general policies that govern the admission of students to Olivet are these:

1. Any graduate of a recognized secondary school may apply at Olivet.
2. In selecting students, the Admissions Council will give consideration to high school records, interests, character, promise of future usefulness to society and all other personal attributes that are involved in becoming a successful student in Olivet College.
3. Olivet subscribes to, but is not limited by, the Michigan Secondary School and College Agreement.
4. Ordinarily, applicants who present a high school record with no grades below "C" will not be tested. Students whose high school records contain grades below "C" will be required to take tests as indicated by the Director of Admissions. Students who are not recommended for college admission by the high school principal and/or the college counselor will be required to take tests as indicated. The test now being used is the PMA form AH.
5. Tests may be required of students who apply for readmission or transfer.
6. In all cases, students who are applying for admission must bear the expenses involved in taking tests.
7. All applicants are expected to have an interview with an authorized representative of the Admissions Office of the College. A visit to the campus by prospective students is regarded as being important from every point of view. Every effort is made to make the visitors feel at home and to acquaint them with college life and what Olivet has to offer.
8. Students preparing for admission to Olivet College should take a college preparatory course and, generally speaking,

earn the following credits while in high school:

English	4 units	Mathematics	2-3 units
Social Studies	3 units	Foreign Language	2 units
Science	2 units	Electives	2 units

Mature students and promising students who do not precisely meet these stipulations are given every consideration.

9. In general, the graduate of a junior college is admitted to Olivet with junior standing. Only those courses, usually technical or vocational, that cannot in any sense be considered a part of the liberal arts program are refused credit in transfer. The record of a student who transfers to Olivet from a junior college without completing the junior college course is evaluated as follows:

   a. Grades of "C" or better are accepted, and the credit hours are counted in the total 120 hours required for the A.B. degree. Credit is not given for courses that cannot be considered a part of the liberal arts program.

   b. Courses comparable to Olivet Junior Curriculum courses are accepted as meeting Olivet's requirements.

   c. The requirement of 6 hours of Artistic Process, i.e., Music, Drama, or Art (theory and applied), is waived if the transfer student has very nearly completed a two-year college program.

After going through the admissions procedure, the usual student entering Olivet has become fairly well acquainted with the College that he has chosen to attend and with what will be expected of him. He has already met several members of the staff, and they have some knowledge of him. During his earlier visits to the campus he has become acquainted with some of the students. He has had a chance to ask questions and receive answers. The admissions procedures will have initiated the concern for the individual student that will characterize his relation to the College as long as he is attending Olivet.

The church relationship plays an important part in the admissions activities of the College. This relationship has been strengthened year by year over the past 10 years. The President and several members of the faculty frequently take part in church services and meet parents and students during their local visits. Recently the State Superintendent of the Congregational Churches appointed a special committee composed of one minister from each association within the state to assist in increasing Congregationalist interest in the College of their denomination.

In the spring of 1960 the College has set an enrollment goal of 425 for the academic year 1960-1961, which is the maximum number of students that can be accommodated in residence halls and the dining room and adequately handled by the present instructional staff. Besides applying higher standards in the admission of students, the College has been making an effort to increase the proportion of women to men students. It has been drawing closer to this goal year by year, and the prospects are that there will be still greater increase in the number of women. Some years ago the first objective was to secure students. That objective has now been modified to secure students of good quality. The exercise of patience in gradually raising the admission standards has proved to be wise.

Another objective has been to widen the geographical area from which students are drawn. Whereas formerly a disproportionate number of students came to Olivet from one or two population centers in Michigan, now students are coming from more high schools, not only in Michigan but also in other states. In 1959-1960 students came to Olivet from 104 communities in Michigan, from 20 states, and from seven foreign countries.

Statistical records maintained in the Admissions Office over the past four years appear in the following table:

STATISTICAL RECORDS OF THE ADMISSIONS OFFICE

September, 1956—September, 1959

	Applic. Recd.			Arrived			Entered As:				
	Men	Women	Total	Men	Women	Total	Freshman	Transfer	Special	Former	Total
September 1956	141	51	192	95	27	122	89	18	3	12	122
September 1957	135	65	200	106	50	156	115	29	3	9	156
September 1958	204	95	299	131	72	203	143	41	5	14	203
September 1959	164	90	254	114	63	177	120	41	2	14	177

	How Admitted:							
	Straight Acceptance	Probation	Limited Program	Total	Withdrew before Entering	Rejected	Misc.	Requested to Take Tests
September 1956	79	43		122	47	14	9	
September 1957	88	68		156	25	6	13	
September 1958	137	66		203	37	33	26	44
September 1959	108	4	65	177	38	15	24	28

B. Orientation

Introducing the Student to the College

The first orientation of the student to life at Olivet comes with the admissions process. During the summer before the opening of the academic year further orientation is provided by letters to new students from organizations, individual students and officials, and departments of the College. All students receive their housing assignments and information concerning what to bring to the campus, besides letters of welcome from the Church and from campus organizations. The Athletic Department sends information about preseason training and an invitation to participate in athletic activities.

When the new students arrive in September, the College exerts every effort to make them feel welcome, to provide for their needs, to entertain them, to make them acquainted with the faculty and other students, and to develop in them an academic purpose. The objectives of the orientation program are set forth as follows:

1. To create a friendly, informal atmosphere in which the student learns about the College and develops an identification with it.
2. To give adequate, accurate information about the curriculum, faculty, facilities, and purposes of the College. To provide information to the student so that he can consider his choices in advance of registration.
3. To group the new students into small units through which material and questions of orientation can be most helpfully discussed.
4. To prepare the student for living in a dormitory and in the College environment.

In September, 1959, as a part of the orientation week program, six group meetings of new students were conducted democratically with a student leader acting as a catalytic agent and resource person for each group. The material for discussion in each group was organized according to the observed needs of the students, but was loose enough to allow ample opportunity for students to bring up and discuss their own questions. The following topics were used to stimulate group discussion: 1. adjusting to college, 2. academic rules and regulations, 3. student government, 4. dormitory life, 5. fraternities and sororities, 6. athletics and intramural activities. Each student received a printed Student Handbook, which contains the following headings:

Introduction and Welcome
What's in Store
Student Government Organizations
Diagram of Student Council
Clubs and Activities
Athletics
Societies
Social Regulations
Discipline
Academic Life
Health Services
Religion at Olivet
The Coffee Shop and the Bookstore
Mail
Whom to See

Dormitory meetings, receptions, registration, meetings to explain student activities and organizations, picnics, etc., make orientation week interesting and enjoyable.

During the first six weeks of the fall semester freshmen attend weekly orientation classes conducted by the Dean of Students. The topics of discussion deal with methods of study, adjustment to college life, social attitudes and habits, student government, fraternity and sorority life, and interpretations of college rules and regulations. Care is taken to provide for question and answer periods and to encourage participation by the students. Assisting the Dean of Students in these classes are officers of student government, coaches, and other members of the staff.

Testing Services

Olivet administers three kinds of tests (apart from tests used in course instruction). The first is the SRA Primary Mental Abilities test, which is administered to students whose high school record indicates doubt about their probable success in college. Each year the College schedules several testing sessions in Detroit and in Olivet, to which such students are invited to come. The results of the tests help to determine whether to admit these students or refuse them admission.

During orientation week all new students take a series of standardized tests published by the Cooperative Test Division of the Educational Testing Service: 1. the College Qualification Test, which provides scores on verbal and numerical aptitude; 2. the General Achievement Test, which measures achievement in social studies and the natural sciences; and 3. a reading ability test. These tests are dealt with in detail in the chapter on achievement. The scores are entered in the students' permanent records and are used by all personnel who engage in counseling students.

The third type of test, the Graduate Record Examinations, is administered to seniors during their final examination period. The results of these tests become a part of the permanent record.

C. Health Services

As a part of the admissions process each student submits a health and personal history form filled in by the family physician. These forms are examined by the Dean of Students, who makes note of significant facts bearing on the welfare of the student while he is at Olivet and notifies all College personnel who have need of this information. The coaches, too, examine the records of students who will be involved in athletic activities. A yearly physical examination by the family doctor or the college doctor is required of all returning students.

Students pay a $12.00 health fee each year. This fee entitles the student to minor medications and office calls at the College infirmary or the doctor's office. This fee also covers the cost of the yearly physical examination.

The College employs the services of a local physician to give physical examinations and look after the health of students. His office, where he keeps regular office hours, is within a block of the campus. Students who need medical attention obtain an admission slip from the College nurse, the head resident, or the Dean of Students, authorizing them to see the doctor during regular office hours. In an emergency the student may go directly to the doctor, in which case the doctor notifies the head resident or the Dean of Students.

The College employs a registered nurse, who is in the College infirmary at regular hours and who provides nursing care when it is needed. In Dole Hall there are facilities for the care of six men bed patients and four women patients. It is possible to isolate in the infirmary patients who have infectious diseases.

An infirmary dispensary is open daily for sick call and the treatment of minor illnesses. The College nurse is responsible for keeping all records of illness, physical examinations, and personal health history in the dispensary.

Students who need to be hospitalized are placed in the hospital in Charlotte. The student bears the cost of this service. The student also pays the cost of any necessary dental service, which is available from an excellent local dentist, who maintains his office in the same building that houses the doctor's office.

The head residents of the housing units exercise close supervision over the health and sanitation of those units. The members of the Physical Education staff keep a careful watch over the welfare of students engaged in athletics. Athletes have special physical examinations. A doctor is in attendance at all football games. MacKay Gymnasium has a well stocked training room that is used primarily by men students engaged in athletics. Included in the equipment of this room are rubdown tables, heat lamps, and a whirlpool bath.

Besides public liability insurance, the College maintains special insurance on all students engaged in athletics. A recent project of the student government has been the investigation of a voluntary health and accident insurance plan for all students.

D. Living Conditions

Housing

Olivet is essentially a residence college. Because the College and the community are small, even the students who live with their families

(47 in the second semester of 1959-1960) can participate in a lively way in student life. All students other than married students and those who live with their parents are housed and fed by the College.

Two main dormitories house the great majority of the students. They are both modern, brick, fireproof buildings, well maintained, and compare well with the dormitories of any college.

Dole Hall houses all but six of the resident women students. The rooms are extraordinarily commodious, convenient, and attractive. Besides rooms for women students, Dole Hall contains Klock Commons, the infirmary, guest rooms, lounges, and the dining room. The Commons and the lounges provide space for lectures, club meetings, and social events. Because of these facilities, the first floor of Dole Hall serves as a social center for the College.

Blair Hall houses 165 men students. It consists of the original building dedicated in 1929 and a wing for 65 students added in 1957. Besides rooms for students, it contains a large, attractive Commons, a television and recreation room, armory, exercise room, laundry, and kitchenette. A special feature is the Frank Hugh Foster Room, beautifully furnished and soundproofed, dedicated to one use only--study. The College Bookstore is temporarily located in the basement of this building.

The women's dormitory is supervised by a head resident and an assistant head resident, who are in turn assisted by six student advisers who aid in the enforcement of residence hall rules, informal advising, and the orientation of residents. In Blair Hall the Dean of Students serves as head resident with a staff of seven student advisers. Each adviser is assigned to a corridor or area of the dormitory housing approximately 20 to 30 students. The student adviser is responsible for assisting in the carrying out of rules set by the dormitory board and the head resident to facilitate orderly, peaceful living and the availability of residence facilities. Both men and women student advisers are awarded grants-in-aid to cover the cost of their rooms ($250.00). The Dean of Students and head residents hold student-adviser staff meetings for in-service training and case studies twice each month. Two workshops in the spring and an orientation weekend prior to the arrival of the other students in the fall help to prepare the student advisers for their responsibility.

Three faculty residences provide supplementary campus housing for approximately 20 students. Faculty members serve as head residents and maintain living and study conditions similar to those in the dormitories.

Three fraternity houses and one sorority house accommodate approximately 44 students. The building of additional units and the expanding of present units will increase their capacity to 68 students. In each of these houses a house mother fulfills the duties of head resident.

Dormitory house meetings provide periodically for orientation, elections to office, social activity planning, and discussion of current problems. On occasion, outside speakers address these meetings. Regulations provide for quiet hours to help students budget their time for studying.

Housing Survey

1958-1959 2nd Semester

RESIDENCE	No. Units	Capacity	No. Students	Res. Staff	Student Adviser
Dole Hall	1	125	78	1	6
Blair Hall	1	176	159	1	7
Sorority	1	6	6	1	0
Fraternity	3	37	35	1	0
Res. House	2	12	13	2	0
Total	8	356	291	6	13

Married Students (Local) 33
Married Students (Commuting) 13
Commuting Students (Single) 20
Total Commuting . . . . 66 Total Enrollment 357

1959-1960 2nd Semester

RESIDENCE	No. Units	Capacity	No. Students	Res. Staff	Student Adviser
Dole Hall	1	125	100	2	6
Blair Hall	1	176	165	1	7
Sorority	1	6	5	1	0
Fraternity	3	40	36	2	0
Res. House	3	20	15	3	0
Total	9	367	321	9	13

Married Students (Local) 18
Married Students (Commuting 9
Commuting Students (Single) 20
Total Commuting 47
Off Campus . . . . 4 Total Enrollment 378

Projected Enrollment 1960-1961 1st Semester

RESIDENCE	No, Units	Capacity	No. Students	Res. Staff	Student Adviser
Dole Hall	1	125	125	2	6
Blair Hall	1	176	176	1	7
Sorority	2	18	18	2	0
Fraternity	3	50	50	3	0
Res. House	3	20	20	3	0
Total	10	389	389	11	13

Married Students and
Commuting Students . . . . Estimate 40-50

Total Enrollment 429-439

The above projected enrollment is based on the percentage of students returning in the fall of 1958 and 1959. The total enrollment figures of 1958 and 1959 are taken from the records of the the Registrar for students attending 2nd semester.

The Dining Room

The dining room is under the professional management of the Prophet Food Company, which maintains two managers and staffs the kitchen with qualified cooks and food servers. Breakfast and luncheon are served cafeteria style. Evening meals Monday through Thursday and Sunday dinner are served family style. At dinner students are expected to dress properly. Waiting on tables and kitchen jobs like dishwashing are done by students who have grants-in-aid. The Financial Aid Committee assigns them to these jobs, and the Prophet Company supervises their work. The operation of the dining room and the kitchen is thoroughly satisfactory.

E. Student Life

Extracurricular Activities

In the academic year 1959-1960 the Student Activities Committee took upon itself the self-study responsibilities of 1. re-examining the organization of student organizations and clarifying their objectives, 2. approving all constitutions and keeping them on file, and 3. searching for ways to establish more direct and more vital interrelationships between the academic program and activities outside the classroom. Its goal was an activities program that could be measured in terms of the quality and effectiveness of student participation rather than merely by the extent of participation.

In the spring of 1959 and again in the spring of 1960 the Committee made a survey of group activities combining quantitative and descriptive analysis. The findings have aided in the study of the process of psychological and social interaction within the group activity. The College hopes that with continued study of these processes it will be possible to evaluate, modify, and develop student activities that will be educationally and socially meaningful.

The charts with which this section concludes are, of course, only quantitative. Even so, one of the main attributes of the activities program is the extent to which students take advantage of it. Without trying to make students conform, the College does try to convince them of the values of participation in publications, clubs, sports, social groups, and musical and artistic activities. Many of these activities are closely related to academic areas. Others are valuable as outlets for various students' interests. Some are of benefit to the College through their public relations usefulness. The societies, in addition to their social purposes, sponsor literary and dramatic events, public forums, and money-raising events.

STUDENT ACTIVITIES SURVEY 1958-1959

Number of Activities Participating in:	0	1	2	3	4	5	6	7
Freshmen 137 Responses	12	29	38	33	16	5	5	1
Sophomores 81 Responses	13	12	17	22	7	5	5	1
Juniors 53 Responses	11	7	7	9	10	6	1	2
Seniors 51 Responses	8	11	13	10	2	5	1	1

DISTRIBUTION AND SCOPE OF STUDENT ACTIVITIES 1958-1959

ACTIVITY	FRESHMEN	SOPHOMORE	JUNIOR	SENIOR
Societies	62	43	26	21
Intramurals	82	42	22	13
Athletics (Varsity)	34	22	12	11
Monogram	1	10	5	6
Radio Club	17	5	5	
Drama	12	7	4	7
Ensemble	9	8	7	
Homecoming Comm.	17	8	2	3

DISTRIBUTION AND SCOPE OF STUDENT ACTIVITIES 1958-1959 (Continued)

ACTIVITY	FRESHMEN	SOPHOMORE	JUNIOR	SENIOR
Student Christian	15	6		2
Echo (Newspaper)	7	1	4	6
Oaks (Yearbook)	1	3	2	5
Recitals	5		1	
Playday (Girls)	3	8		
Women's Recreation	11	8	4	4
Church Choir	5	2	1	
Cheerleader	3	1		1
Chorus	4			
Host and Hostess	3			3
Circle K	5	1	1	1
Vets Club	4	4	4	2
Pilgrim Fellowship	4		1	
Committees	4	4	7	5
Student Government	3	6	12	14
Boy Scout Work	2			
Gymnastics	5	3	4	4
Pep Band	3	2	1	
Religious Week	2		2	
International Rel.		1	1	
Class Office		3	1	
Art Club		3		1

DISTRIBUTION AND SCOPE OF STUDENT ACTIVITIES 1958-1959 (Concluded)

ACTIVITY	FRESHMEN	SOPHOMORE	JUNIOR	SENIOR
Girls Trio		2	1	
Young Republican	1			
State Organiz.	1			2
Number Responses	137	81	53	51

DISTRIBUTION OF ACTIVITY FEES

Activity	Amt. 1958-1959	Approx. %	Amt. 1959-1960
Baseball	630.00	7.5	690.00
Basketball	1,350.00	16	1,500.00
Football	1,350.00	16	1,500.00
Tennis	70.00	1	80.00
Golf	90.00	1	100.00
Track	310.00	3.5	340.00
Total Athletics	3,800.00		4,210.00
Echo (Newspaper)	1,080.00	13	1,200.00
Oaks (Yearbook)	900.00	10	990.00
Student Government	1,350.00	16	1,500.00
Radio	250.00	3	275.00
UCCF	135.00	1	150.00
Music	500.00	6	550.00
Drama	250.00	3	275.00
Art	100.00	1	110.00
Miscellaneous	115.00	1	115.00
	8,480.00		9,375.00

Student Government

One of the purposes of student cooperation in government at Olivet College is to supply educational experiences of value to the students, out of which will develop increasing self-control, self-direction, self-discipline, and a personal sense of responsibility.

The chief form of student government at Olivet is the Student Council. This group assumes the responsibility of organizing, supervising, and promoting the various phases of student life; initiates and regulates student activities; assumes responsibility for student welfare and problems of student conduct; and functions as an advisory group to the administration in matters of policy planning and student discipline.

The Student Council is made up of four elected officers forming the Executive Board and four selected officers forming the Advisory Board. A freshman representative was added to the Advisory Board by petition this year.

The Executive Board, consisting of a President, Vice President, Secretary, and Treasurer is elected in the spring of each year. This board is responsible for the successful functioning of the council and its committees.

The Administrative Board of the College, consisting of the President, the Dean of the College, and the Dean of Students, meets periodically with the Executive Board of the Student Council. This combined board meeting functions as the Student Affairs Board. The Student Affairs Board handles cooperatively the affairs of the College pertaining to student life. Suggested improvements, complaints, policy decisions, and discipline are discussed and acted upon by the Student Affairs Board.

The Advisory Board of the Student Council is composed of representatives of Blair Hall, Dole Hall, the Intersociety Council, and the faculty. The members of this board also serve as members on the faculty committee, known as the Student Activities Committee.

The Student Council does most of its work through standing committees, which make significant reports from time to time. The Homecoming Committee is responsible for the planning and direction of Homecoming activities. A Christmas Dance and Spring Dance Committee is responsible for these campuswide activities. Other standing committees have been the Student-Faculty Relations Committee, the Cultural Activities Committee, and a Constitutional Revision Committee. An Election Committee is appointed in April to work with the Dean of Students in planning the campuswide elections.

Student government in the dormitories and residence units is exercised through boards elected by residents. Each spring elections are held for an Executive Board to govern the dormitories. Fraternity and sorority houses elect officers and house managers. These boards or elected officers set up basic rules and regulations for the operation of their respective units. Students thus gain valuable experience in management and administration of finances, discipline, etc. The boards also play an important part in promoting students' intellectual and social development.

The Intersociety Council is another important form of student government. This council plays an important part in determining institutional policy concerning the government of societies. Representatives of each society form the Council and are responsible for the integration of society life with the College program as a whole. Deferred pledging, minimum requirements for active membership, constructive pledge programs, intellectual and cultural activities, and improved scholarship contribute increasingly to society life as an intrinsic part of student life.

Evaluation of the Activities Program

There is no doubt that the last five years have seen positive development in the extent, control, organization, and achievement of student activities and in participation in them by students. Admissions activities have been formalized and strengthened, to the advantage of the students. The orientation program for new students, which some years ago was only loosely organized, is now carefully planned to be profitable and enjoyable.

The creating of the office of Dean of Students two years ago has brought all student activities under the responsibility of one man. This unification of effort has brought about noticeable improvements. While trying to avoid restrictive policies, he has made every student activity the responsibility of the College and has sharpened the organizations' sense of responsibility to their members and to the College. Residence life is comfortable and pleasant. Societies have improved their houses, employed house mothers, and directed their activities to the betterment of the College. Health services operate on a sound policy and provide for the health and welfare of the students. With the satisfaction of the students as its goal, the dining room service has won their wholehearted commendation--a rather rare state of affairs in colleges.

The administration and faculty of Olivet feel that one of the noteworthy attributes of the College is the opportunity it gives for students of limited talents and experience to participate and to hold positions of responsibility. Only the student who absolutely insists on being left out misses this opportunity. But even more remarkable is the quality of achievement of some of the groups in which these students play a part. Musical and dramatic events have been of very high quality indeed. Student government has developed in responsibility and initiative year by year. Special events and celebrations have been conducted with efficiency and imagination.

Olivet has by no means achieved all its goals in these matters, but the progress and present achievement are most heartening. Progress up to this time holds the promise of even greater service to students in the years to come.

F, Athletics

The Program

The athletic program at Olivet College consists of sports, both intercollegiate and intramural, for men and for women, together with the athletic activities included in the physical education program. Its purpose is to improve the physical condition of the students through some form of excercise and to provide every student with the opportunity to participate in at lease one athletic activity or sport. The College believes that this is essential both to the mental and physical health of the students and to their personal and social development.

Olivet is a member of the Michigan Intercollegiate Athletic Association, made up of eight church related colleges in the state. Olivet competes in seven sports sponsored by the Association: football, basketball, baseball, track, cross country, tennis, and golf. The year's participation culminates in the M.I.A.A. Field Day, held in May of each year, which features competition in track, tennis, and golf.

The women of the College are affiliated with the same colleges in the Women's Michigan Intercollegiate Athletic Association and are members of the Athletic and Recreational Federation of College Women. They participate in a Fall Play Day and a Spring Archery and Tennis Tournament.

In the area of Health, Physical Education, and Recreation two hours each semester are required of all freshmen. These required courses, organized around seasonal sports, are designed to be valuable in developing the athletic ability as well as the physical well-being of students. They are:

Badminton, Tennis, and Paddle Tennis
Tumbling, Calisthenics, and Weight Lifting
Football, Track, and Field Hockey
Boxing, Wrestling, and Judo
Basketball, Volleyball, and Softball or Baseball
Dancing
Archery, Fencing
Water Safety
Beginning Swimming
Bowling and Golf
Soccer and Field Hockey
Gymnastics

In intramural athletics, the modest program of some years ago has developed into a more extensive one that includes touch-football, basketball, volleyball, softball, handball, badminton, golf, and archery. The program is arranged and directed by students under the supervision of faculty personnel.

Coaching, Supervision, and Care

Two full-time men instructors and one half-time woman instructor supervise the athletic activities. In addition, one faculty member assists in football and three faculty members coach spring sports. The three instructors in Physical Education offer courses that lead to a teaching major in elementary and in secondary Physical Education. The Director of Athletics exercises control over the whole athletic and physical education program. All activities are coached and directly supervised by College personnel.

Students participating in intercollegiate sports are covered by insurance, the premiums of which are paid by the College. Any injuries sustained by a student while engaged in intercollegiate sports, in financial excess of the coverage of the insurance policy, are considered by the College to be its obligation.

Besides the yearly physical examination required of all students, participants in intercollegiate football and basketball receive an examination by the College doctor before the opening of the season. A doctor is present at all football games. The College has training room equipment, including a whirlpool bath.

Financial Aid

Grants-in-aid, scholarships, etc. are not awarded to students on the basis of athletic ability. Students participating in athletics must meet the standards that have been established by the College for all its students. Those students who hold scholarships do so on the basis of their need and their achievement of at least a "B" average. During the year 1959-1960 men students who won or had won athletic letters received grants-in-aid that did not exceed 10% of the total grants awarded to students.

Athletic Plant and Facilities

MacKay Gymnasium, with its seating capacity of 1500, contains a regulation basketball court that can be used for volleyball, badminton, tennis, and indoor softball; a stage suitable for both dramatics and tumbling; three four-wall handball courts; a weight-lifting room and equipment rooms; and ample locker rooms and facilities for both men and women. The classrooms and offices of physical education personnel are now used as administrative offices of the College following the destruction of the Administration Building by fire in May, 1959. These facilities will return to physical education and athletic use as soon as new offices are built.

Reed Field, the athletic field, contains a regulation football field lighted for night games, a quarter-mile cinder track, and a regulation baseball diamond. Additional facilities include tennis courts, an ice-hockey rink, and an area for soccer and field hockey. The College uses the tennis and golf facilities of Charlotte and Marshall.

Participation

A total of 72 women and 187 men participated in intramural sports during the college year 1959-1960. In intercollegiate athletics team membership totaled 116 men.

For women, the participation figures are as follows:

Field Hockey	24
Volleyball	35
Ping-pong	12
Basketball	26
Softball	27
Archery	7
Tennis	6
Bowling	16
Golf	8

For men, the participation figures are as follows:

Intercollegiate Athletics

Football (including 3 managers and 3 statisticians)	34	
Basketball (including 2 managers and 1 statistician)	27	
Baseball	18	
Track	14	
Cross Country	6	
Tennis	9	
Golf	8	
Total	116	(95 separate men)

Intramural Athletics

Touch football	99	
Volleyball	140	
Basketball	157	
Handball	12	
Softball	115	
Golf	8	
Table Tennis	15	
Badminton	18	
Bowling	35	
Archery	6	
Total	605	(187 separate men)

Evaluation of the Athletics Program

1. Organization of the program. For the size of the College, the program is extensive. It is designed to promote maximum participation by students and has been planned to attract as many individuals as possible.

2. Membership in the Michigan Intercollegiate Athletic Association. Olivet reentered membership in this organization in 1952 after a lapse of some years. Membership represents to the public--and to Olivet's own constituency, for that matter--an equal place with the other church related colleges in Michigan. It provides teams to compete with and supervision of rules, eligibility, officials, etc.. Although the advantages at this time appear to outweigh the disadvantages, the College is re-evaluating its membership. Competition provided by the other member colleges is too severe to enable Olivet to win as many games and meets as it should. Defeats are discouraging. Although the Olivet budget for athletics represents a reasonable proportion of the total College budget, it does not provide for student help at all (and rightly so) and it does not provide for a coaching staff and equipment that compare favorably in size with those of the other colleges. It is strongly felt at Olivet that eligibility rules within the Association are too lenient.

3. The women's program has been strengthened year by year, to the point that participation is large and its contribution to the life of the College is apparent. It is varied and well managed.

4. The reorganization of required freshman physical education over the last few years has resulted in freshman offerings that are both useful and a source of pleasure to the students. This program is good.

5. The intramural program is especially valuable in a college with the semirural location of Olivet. It has grown each year, to the point that far more than half of the students participate. It is well organized and supervised.

6. The coaching staff is as large as a college of this size should support. On the other hand, both coaches teach academic classes. Advantages and disadvantages appear to be about equal in having faculty members in the academic departments do coaching. Unless the coaching is made incidental to their academic responsibilities, those responsibilities can suffer. On the other hand, no activity that is incidental can achieve maximum good results.

7. The Physical Education Department and the athletic program are well organized and carefully superintended. Insurance provisions are sound. Medical care is readily available.

8. The relation of the financial aid program to students who participate in athletics is correct, though it places Olivet at a disadvantage with almost all of its competitors. Olivet does not now subsidize athletes and does not propose to do so.

9. The Gymnasium and its facilities are excellent. The athletic field has been improved each year, to the point that the football field turf is good, the cinder track is in good shape, and the area has been expanded for field events. As of the spring of 1960, the city park is being conditioned for baseball. New equipment for gymnastics, including a trampoline, has strengthened that activity. Uniforms and equipment are in good shape.

10.. One of the strongest aspects of the program is the degree of participation by students. With more than 50% of the women and about 75% of the men participating in sports, Olivet is realizing one of the opportunities open to the small college to be of special value to its students.

G. The Religious Program

Students and Faculty

Religious preferences current in a student body of 400 are as follows: Protestant--338 (of this number Congregational Christian--120), Roman Catholic--56, Jewish--2, none--8.

Thirteen of a faculty and administrative staff of 38 are Congregational Christian by affiliation. Twenty-two of the 38 attend or participate otherwise in the life of the Olivet Congregational Church, whose building, owned jointly by College and church, provides the auditorium for the weekly Convocations and formal academic gatherings and serves as the center for campus religious activities.

Courses and Personnel

A three-hour, one-semester course in The Meaning of the Bible is required in the sophomore year of all students. (Some students of the Catholic and Jewish faiths are excused on the written requests of their spiritual advisers.) Other courses in religion are elective. The department of Philosophy and Religion consists of one full professor. The pastor of the Olivet Congregational Church serves as College Chaplain and as chairman of the faculty Committee on Religious Activities.

Worship

The services of the Congregational Church draw students in varying numbers, depending on the season of the year, number of students on campus, etc. From 30 to 50 or more each week is an average estimate.

Students with other denominational preferences are urged to attend services in nearby communities. Transportation, privately arranged, is regularly available for Catholic, Episcopal, and Lutheran students.

In an alcove of the church is a small chapel designed especially for the use of students and student groups. Here, twice a month, the rector of the Episocpal Church of Marshall conducts early morning communion for Episcopal students.

Organizations

Student religious groups consist of the United Campus Christian Fellowship, interdenominational, with about 30 members and a small Inter-varsity Fellowship, serving the needs of more conservative students in a Bible-study program.

The UCCF provides weekly programs on Wednesday evenings in a fellowship room at the church. It plans Sunday vespers led by students and seasonal services such as Thanksgiving, Christmas, Ash Wednesday communion, etc. open to all members of the College,

It also sponsors an annual film series as a campus service.

The UCCF is affiliated with the Michigan United Student Fellowship and the national United Student Fellowship, state and national Congregational Christian and Evangelical Reformed college organizations, with students of the Olivet group holding offices in the one and attending conferences of both.

The Fellowship has established the Jeffrey Westerdale Memorial Award, a prize provided annually from funds raised by the group and presented to the student who in the opinion of a faculty committee has contributed most to the religious life of the college.

The College Ensemble, a group which sings sacred music for churches and on various occasions, is a distinct religious asset of the college.

Activities

Students, coached by the instructor in speech, read Scripture and offer prayer as part of the weekly convocations. They also read the Bible or take other parts in the church services, sing in the choir, teach Sunday school, assist with the youth program, and from time to time usher.

Once or twice a year students conduct the service in the local church, and occasionally answer calls made upon preministerial students to supply nearby pulpits.

In December, 1959, the Superintendent of the Michigan Congregational Conference entertained a group of 34 students who are preparing for religious vocations.

A major religious activity of the year is Religious Emphasis Week, held with the cooperation of the Division of Higher Education of the Congregational Churches, when leaders of various faiths and backgrounds are presented in addresses and forums. In support of these programs the administration of the College has granted limited excused absences as inducements to attend. The keynote speaker in 1960 was a campus minister from Temple University, Philadelphia. Student attendance for fifteen meetings, all voluntary, in the series this year, was recorded as 580.

Each year students on invitation attend conferences at theological seminaries in Chicago and at Oberlin with a view to becoming acquainted with the programs offered in these institutions.

Evaluation of the Religious Program

Neither the Congregational Church organization nor the College has asked for any larger requirements in the field of religion than now are in effect--the sophomore course called The Meaning of the Bible and weekly attendance at Convocation. These seem to constitute an irreducible minimum.

Beyond requirements, the College keeps open several opportunities for voluntary religious activity and experience. The UCCF is a responsible and active group. For two years the Religious Emphasis Week has been an outstanding success.

A second instructor will soon be added to the Division of Philosophy and Religion. Such an appointment will make possible more course offerings in Religion, and the right person will no doubt be effective in religious activities. The College and the Church are now exploring the possibilities, for 1961, of an internship program offered by the Federated Theological Faculty at Chicago, by means of which an advanced theological student would work with the Olivet minister and students in the religious program.

The College shares a problem with churches and liberal colleges everywhere--that of numbers involving themselves in religious activities.

However successful these activities are, responsible people worry about arousing the interest of more students.

The opportunity for leadership, initiative, and participation is large. Students who profess a religious vocation when they enter Olivet find favorable circumstances for preparing themselves for their professional education. Students who are seeking religious guidance can readily find sympathetic counsel.

H. Financial Assistance

The founders of Olivet College stated that one of their special purposes was to bring education to students "such as are poor in this world's goods." Throughout its history there is evidence that the College has adhered to this purpose, and the present day is no exception. In the college year 1959-1960 some 143 students--well over one-third of the total enrollment--received some kind of financial assistance from the College.

Within the past three years Olivet has brought all financial assistance under the responsibility of a Financial Aid Committee, which has defined the types of assistance and the necessary qualifications and has formalized the means of application and approval. The Committee consists of the Business Manager (who serves as chairman), the Dean of the College, the Dean of Students, the Director of Admissions, and the Director of Athletics.

Financial assistance takes the form of scholarships, grants-in-aid, employment assistance, and loans. Deferred payments are offered to those students who are unable to pay the full amount of charges on registration day.

The following chart shows financial assistance given to students during the College year 1959-1960.

	Number	Type of Aid	Financed By	Total Aid
	13	Academic Scholarships	Olivet College	$ 3,175.00
	23	Scholarships and Grants	Outside Sources	6,890.00
	10	Olivet High School Grants	Olivet College	1,700.00
	12	Ministers' Children Grants	Olivet College	3,300.00
	13	Student Advisers Grants	Olivet College	3,250.00
	31	Buildings and Grounds Maintenance	Olivet College	8,959.00
	11	Academic and Library Grants	Olivet College	2,025.00
	3	Clerical and Office Grants	Olivet College	825.00
	27	Kitchen and Dining Room Grants	Prophet Food Company	5,230.00
Total	143			$35,354.00

To qualify for a scholarship a student must, in addition to need, show superior scholastic ability and achievement. He must maintain a grade point average of 2.0 or better to obtain or renew a scholarship award. These awards range from $100 to $400. Several scholarship funds, which bear the names of the donors, are described in the College catalogue.

Students who are graduated from Olivet High School in the top 10% of their class are awarded tuition grants ranging from $100 to $300. This type of award is also made to graduates of high schools in neighboring communities who are nominated by the schools and confirmed by the College.

The child of a Congregational minister is awarded a grant--or tuition rebate--equal to one-half the year's tuition, about $275. This award is made without reference to the academic standing of the student.

Financial aid for services performed is given to student advisers in the dormitories, to students doing building and grounds maintenance work, to students working in the Library or as assistants to instructors, to clerical and office workers, and to workers in the dining room and kitchen. Student advisers are awarded grants covering the cost of a room, $250. These grants are awarded on the basis of scholarship, leadership ability, and willingness to take a position of responsibility in residence hall administration.

Building and grounds maintenance covers a wide variety of jobs assigned to students with financial need who are willing to work under the employment assistance plan. Hourly wages are paid at a rate of 75¢ to $1.00, depending on the nature of the job assignment.

Academic assistantships and Library grants are awarded to students who show unusual ability or interest in these special fields. These grants are fixed at definite sums ranging from $100 to $300.

Clerical and office workers are paid at an hourly rate, with an average yearly earning of $275.

Students with financial need are given first opportunity for employment in the dining hall and kitchen. They work as waiters, food servers, and dishwashers, at a wage of from 75¢ to $1.00 per hour, and earn from $100 to $400 a year.

The total number of students participating in the deferred payment plan for the year 1959-1960 was 92.

Loans are an important part of the financial assistance program. College loans include short-term notes financed by the College and those covered by special purpose funds. An extensive fund supported by the National Defense Student Loan Fund has been authorized by the College and the government. The number of students and the amount of money involved in the loan program appear in the following chart:

Number of Students Participating	Kind of Loan	Amount Borrowed
82	Government Loan	$27,701.60
96	College Loans	$27,569.22

There is no doubt about the need for a system of providing financial aid to students who are not able to pay for their college education completely. With each passing year the College has been moving closer to an adequate and successful method of administering the program. It has succeeded in protecting the meaning of the word "scholarship," so that any recipient of a scholarship is really maintaining a superior academic record. The other classifications of student help aim to be realistic and to make possible what seems to be a correct assignment and adequate administration of help. The workships provide a means of educating the recipients in the acceptance of responsibility and the fulfillment of requirements. Sometimes the service students give is less satisfactory than that which regular employees would give, but here is an opportunity for education in responsibility. In the main, the help that the College has available appears to go to the proper students and to serve the objective of helping them to get an education.

I. Vocational Placement

Vocational placement at Olivet is handled by a faculty committee consisting of the Dean of Students, who is chairman, the head of the Department of Education, and the instructor in Economics. The committee collects and makes available to students information concerning part-time employment, summer employment, and jobs after graduation. It maintains a bulletin board on which it posts career information and notices of job opportunities, and it arranges interviews between students and prospective employers or hiring agents. It also keeps a file of all employment correspondence.

As a member of the Vocational Placement Committee, the head of the Department of Education has charge of the placement of teachers. He keeps on file and available to would-be teachers records of openings, arranges interviews for candidates with superintendents, and has at hand recommendations and statements of the scholastic qualifications of candidates.

Each year the committee sends to the seniors questionnaires concerning their desires with regard to employment after graduation and keeps these on file when returned so that they can be correlated with openings. It also sends form letters to businesses and industries asking for information concerning openings and the possibility of interviews. The College subscribes to the Occupational Outlook Quarterly and the

Occupational Outlook Handbook published by the United States Department of Labor and also receives announcements from the United States Civil Service Commission. A World Wide Summer Placement Directory is available to students seeking summer jobs.

As a member of the Midwest College Placement Association, Olivet College receives its publications, and from the Michigan Education Association, of which it is also a member, it receives information concerning teacher education enrollment and teacher placement.

The educational placement service of the College is well organized and effective. More and more public school administrators in Michigan are turning to Olivet as a source of teachers, with the result that the College could place more teachers than it educates. The service is well integrated with the main responsibilities of the committee members. Students are kept informed about job opportunities and find the service of the College convenient and helpful.

Chapter VIII

MEASURES OF ACHIEVEMENT

Admissions tests, Graduate Record Examinations, withdrawals and transfers, admission to graduate schools, and occupations of graduates yield statistical data that provide useful yardsticks for measuring the achievement of the College. What is the aptitude of the students who are admitted to the College? What is the achievement of those who are graduated? And what do the graduates find to do in the way of further study and employment? Some years ago Olivet, through the Admissions Office, the Registrar's Office, and the Alumni Office began the careful and systematic accumulation of the facts on which the following statistics are based.

Testing Program

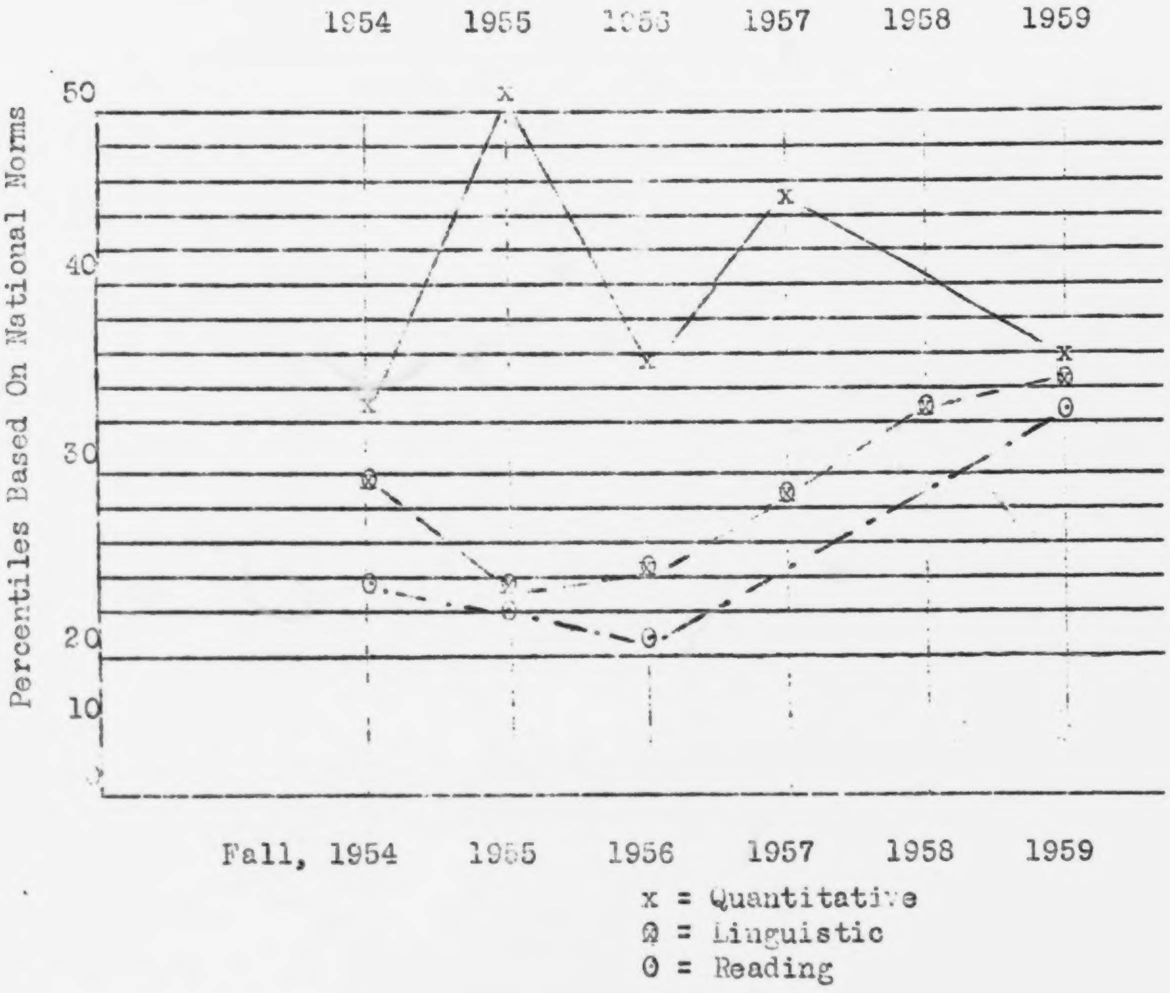
Beginning with the year 1954-1955 and continuing to the present, Olivet has administered psychological and aptitude tests to entering freshmen. The purpose of these tests is 1. to give the College an indication of the ranking of entering students at Olivet relative to students at other colleges and 2. to provide information useful in placing and advising the individual student. The rankings are given in terms of average percentile scores. For example, an average percentile score of 50 would indicate that 49 per cent of the entering freshmen of a sample of colleges throughout the country would obtain lower individual percentile scores than the one indicated by 50. The mean percentile score on any given test is the arithmetic mean of the individual scores on that test.

FRESHMAN STANDARDIZED TEST SCORES

	Percentiles Based on National Norms					
	1954	1955	1956	1957	1958	1959
	M&F	M&F	M&F	M&F	M&F	M&F
American Council on Education Psychological Examination						
Quantitative	32	50	--	--	--	--
Linguistic	29	23	--	--	--	--
Total	34	31	--	--	--	--
The Cooperative English Test						
Reading Comprehension	23	22	20	--	--	--
Total English	18	29	14	--	--	--
Cooperative General Achievement Test						
Social Studies	--	33	--	41	44	--
Natural Sciences	--	38	--	51	51	--
Mathematics	--	23	--	--	--	--
Cooperative School and College Ability Test						
Verbal	--	--	25	29	--	--
Quantitative	--	--	35	44	--	--
Total	--	--	30	34	--	--
Educational Testing Service						
S.C.A.T.						
Verbal	--	--	--	--	--	34
Quantitative	--	--	--	--	--	35
S.T.E.P.						
Social Studies	--	--	--	--	--	27
Natural Sciences	--	--	--	--	--	46
READING	--	--	--	--	--	33

	1957		1958	
College Qualification Test	M	F	M	F
Verbal	30	25	35	30
Numerical	25	30	25	35
Information	30	30	30	30
Davis Reading Test *	Percentiles Based on Council for Advancement of Small Colleges Norms			
Level	40	45	50	50
Speed	45	45	50	55

It is hoped that the College can continue to administer the same type of test over the coming period of years in order to establish thoroughly reliable figures for comparison. The following graph, however, will help provide a comparison of the figures for the several years:



In terms of the appropriate national norms, the entering students at Olivet average in the lower half of the ranks. Because of the use of different tests there is difficulty in determining whether there have been changes in the aptitude of entering students over the period of time in which the tests have been given; the impression is that there has not been much change. In terms of national norms, the freshmen at Olivet are located in the range of the 20th to the 50th percentile; however, in those tests on which they are compared with the colleges of the Council for the Advancement of Small Colleges they rank around the fiftieth percentile.

At this point these objective data must be countered with some subjective observations. As a matter of fact, with each passing year the College has been more selective in admissions whether standardized tests support that fact or not. Records are more carefully assembled before admission. Interviews and visits to the campus are more frequently asked for. Exploratory tests are more frequently given. And, perhaps even more importantly, it is the judgment of the faculty that students currently being enrolled are more receptive and able than those in years past.

Since the spring of 1957 Olivet has administered the area tests of the Graduate Record Examinations to the graduating seniors. These tests, like those given to the freshmen, are standardized and the scores are given in terms of percentiles based on national norms. The results of a period of three years are as follows:

Olivet College Senior Test Scores - Graduate Record Examination

	Mean Percentile Rank		
	1957	1958	1959
Social Science	30	47	31
Humanities	35	42	30
Natural Science	49	51	36

It would appear that only one conclusion is safe on the basis of these figures: the performance of the Olivet graduate on the Graduate Record Examinations is below the national norm for graduates in the area tests. The fact that these averages are somewhat above the admissions test averages for freshmen is open to two interpretations: 1. the less able students did not stay in college to qualify for graduation, or 2. the students progressed well enough to improve their relative position with students in other colleges. The better part of wisdom is probably that, until the tests have been given for a longer period of time, no conclusion from these figures is really safe.

Drop-outs and Transfer Students

In the light of the standardized test figures, it is not surprising that attrition presents Olivet with a problem. It does not mean to admit any student who is not able to do college work. But the circumstances of the College do not offer the maximum incentive to every borderline student, and not every student makes the maximum response.

Data pertinent to the attrition situation are entered in the official records of the College. If a student does not complete his course, the date and the reason for withdrawal are recorded. The latter information is obtained from the academic record of the student, from a personal interview with the student, from the student's faculty adviser, or from some other member of the faculty or staff.

A summary of the general attrition situation appears in the following table. The data here refer to the classes that entered Olivet from 1952 to 1956. The four-year data on these classes are complete.

Returnees - Years 1952-1956
by Sex

Beginning Year		Entering Number	Returning 2nd year		Returning 3rd year		Returning 4th year	
			No.	%	No.	%	No.	%
1952	M.	57	23	40	11	19	9	16
	F.	15	8	53	4	27	2	13
	T.	72	31	43	15	21	11	15
1953	M.	68	35	51	23	34	20	29
	F.	25	15	60	10	40	8	32
	T.	93	50	54	33	35	28	31
1954	M.	38	22	58	12	32	11	29
	F.	28	14	50	8	29	6	21
	T.	66	36	54	20	30	17	26
1955	M.	76	47	62	20	26	20	26
	F.	28	17	61	6	21	6	21
	T.	104	64	62	26	25	26	25
1956	M.	70	29	41	20	29	16	23
	F.	23	12	52	4	17	3	13
	T.	93	41	44	24	26	19	20
Totals and Averages	M.	309	156	50	86	28	76	25
	F.	119	66	56	32	27	25	21
	T.	428	222	52	118	26	101	24
Accumulated Average Loss		0%		48%		72%		76%

The largest drop-out occurs between the freshman and the sophomore years; however, in terms of percentage loss, the drop-out rate between the sophomore and the junior years is practically the same as between the first two years. The pattern of the more recent years of 1957 and 1958 does not appear markedly different from that of the preceding ones.

In contrast, however, the student loss in the last two years, junior and senior, is small. The average of the five-year period indicates a loss of less than five per cent.

Analysis of the attrition loss over the period of five years indicated in the table does not show any outstanding change in pattern. Beginning with the entering freshman class of 1953 and continuing to 1955, the percentage of students returning for the fourth year has been approximately the same. While the number of freshmen who stay on to graduate is small, between 1956 and 1960 there has been a noticeable increase--five per cent--in the number who do.

In order to be fully aware of the situation, the College has maintained statistics on withdrawal over a period of years. A summary of these statistics, beginning with the entering class in 1952 and ending with those students entering in 1956, follows this paragraph. The general categories differentiate between voluntary withdrawal and requested withdrawal for academic or social reasons. The voluntary withdrawals are further subdivided into more specific classes. The percentage of graduates from each entering class is given as is the remaining category that includes those students who have required or will have required more than four years to graduate.

STUDENT WITHDRAWALS I

FRESHMEN ENTERING

REASON FOR WITHDRAWAL (VOLUNTARY)

REQUESTED WITHDRAWAL

GRADUATING

Fall	Number	Transfer		Financial		Married		Personal		Unknown		Low Grade		Academic		Social		A.B. Degree		Residual
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
1952	72	15	20.6	7	9.6	6	8.2	14	19.2	5	6.8	8	10.9	5	6.8	2	2.8	10	13.8	1
1953	93	28	30.2	10	10.6	5	5.4	5	5.4	1	1.1	5	5.4	9	9.6	3	3.2	27	29.1	1
1954	66	15	22.7	7	10.6	4	6.1	7	10.6	5	7.6	6	9.1	3	4.6	2	3.0	17	25.7	0
1955	104	39	37.5	3	2.9	3	2.9	8	7.7	5	4.8	6	5.8	13	12.5	3	2.9	20	19.2	6
1956	93	14	15.1	2	2.2	4	4.3	8	8.6	16	17.2	12	12.9	18	19.3	1	1.1	18	19.3	1
Totals	428	111		29		22		42		32		37		48		11		92		

January

1952	23	7	30.5	2	8.7	2	8.7	3	13.0	4	17.3	1	4.5	4	17.3	0	0.0	0	0.0	
1953	24	4	16.7	2	8.3	2	8.3	7	29.2	0	0.0	0	0.0	3	12.5	2	8.3	4	16.7	
1954	22	11	50.0	2	9.1	0	0.0	3	13.7	2	9.1	1	4.5	2	9.1	0	0.0	1	4.5	
1955	22	8	36.4	2	9.1	0	0.0	1	4.5	2	9.1	2	9.1	0	0.0	1	4.5	6	27.3	
1956	16	4	25.0	0	0.0	0	0.0	1	6.3	1	6.3	2	12.5	5	31.2	0	0.0	2	12.5	
Total	107	34		8		4		15		9		6		14		3		13		

The statistics in the preceding table suggest several patterns of significance. The period of time covered by the table is not long, of course, but a decreased percentage of graduates from the high of 1953 is evident. This decrease may be related to two factors. The first is indicated in the table: the increasing percentage of students who have withdrawn because of low academic grades. (This factor would include both voluntary and requested withdrawal.) The fact is that, of the freshmen entering in 1956, 30, or about 32%, have been required to leave for academic reasons. These figures suggest that the academic standards of the College have been continuously raised over that period of time. This conclusion is reinforced by another factor: no real difference in the academic aptitude of entering freshmen from year to year is indicated by the tests taken by entering freshmen.

Summary figures showing voluntary withdrawals, requested withdrawals, and withdrawals as a result of poor grades indicate certain conclusions:

Student Withdrawals II

FRESHMEN ENTERING	VOLUNTARY Withdrawals		REQUESTED Withdrawals		TOTAL Withdrawals		WITHDRAWALS in which LOW GRADES were a factor *	
Fall	No.	%	No.	%	No.	%	No.	%
1952	55	76.6	7	9.6	62	86.2	13	20.9
1953	54	58.0	12	12.9	66	70.9	14	15.0
1954	44	66.7	5	7.6	49	74.3	9	13.7
1955	64	61.5	16	15.4	80	76.9	19	18.3
1956	56	60.2	19	20.4	75	80.6	30	32.3

* Includes those asked to withdraw for academic reasons under "Requested Withdrawals," as well as those who voluntarily withdrew because of low grades.

Another matter of concern is the number of students who transfer to other colleges. The five-year average in this regard is about 27% of the entering freshmen. The loss by transfer to other institutions accounts for approximately 34% of the attrition loss. In other words, one out of three students who enter Olivet leaves to transfer to another institution. Some extended analysis of these figures will be given later. Meanwhile, certain other patterns indicated in the tables call for comment.

The number of students who leave for financial reasons, personal, and unknown constitute a significant proportion of the total--for the class entering in 1956 the total was 32.3%. Such a figure has implications for the financial aid program of the College, counseling efforts, and development of the social and academic atmosphere that will provide for students of differing inclinations still better opportunities for interest and satisfaction.

As a further effort to determine what factors within the College situation may be related to the withdrawals, a more specific analysis was made of the withdrawals during the two academic years 1957-1958 and 1958-1959:

Drop-outs by Credit Hours Earned

1957 - 1958 1958 - 1959

by Categorical Cause

Credit Hours Earned	Transfer	Personal and Unknown	Academic	Financial	Marriage	Totals	Percentage
0 - 8	3	6	24	0	2	35	15%
9 - 16	6	4	28	4	3	45	20%
17 - 24	7	8	13	7	3	38	17%
25 - 32	23	6	5	3	2	39	17%
33 - 40	4	1	7	0	1	13	6%
41 - 48	3	2	6	1	2	14	6%
49 - 56	4	1	3	2	1	11	5%
57 - 64	4	0	0	2	2	8	4%
65 - 90	6	0	6	2	3	17	8%
91 or more	4	0	2	1	0	7	3%
Total	64	28	94	22	19	227	100%
Percentage	28%	12%	41%	10%	8%	100%	

The total credit hours that the student has earned prior to leaving the College provide a reliable index to some of the reasons for withdrawal. The table above shows, for each categorical reason (Transfer, Personal and Unknown, etc.), a breakdown of credit hours earned by each student. The table reveals some interesting facts:

1. Sixty per cent of all students who transfer do so during

or after completing the freshman year, or, as indicated in the table, before earning 33 or more credit hours.

2. In the category "Academic" the highest incidence is in the first semester of the freshman year. The drop is significantly less as the number of credit hours increases.

3. There is no significant rise or fall in the categories "Financial" and "Marriage."

4. No students fall into the "Personal and Unknown" category after the completion of the sophomore year.

From these four statements the immediate conclusion is evident: the problem of attrition focuses on the first two semesters of the eight college semesters. In this respect Olivet's is no different from the general experience of small, independent, liberal arts colleges. It is not so much the focus, then, as the degree to which factors at Olivet condition the number of students that drop out.

Another set of statistics is pertinent to the enrollment situation and to the academic goals that the College affirms. These statistics derive from the high school records that entering students at Olivet bring with them:

Rank in High School Class

Quarter	Freshmen Entering Fall 1958		Freshmen Entering Fall 1959	
	Number	Per Cent	Number	Per Cent
First	26	18.9	15	12.9
Second	43	30.9	30	25.8
Third	34	24.4	35	30.2
Fourth	36	25.8	36	31.1

Although in the fall of 1958 there were more entering freshmen from the second quarter of their high school class than from any other quarter, 50.2 per cent of the freshmen ranked in the lower half of their high school class. In 1959 more students were admitted from the lowest quarter than from any other, and 61.3 per cent of the freshmen ranked in the lower half of their high school class. When these figures are put by the statistics for withdrawals and dismissal during and at the end of the freshman year in college, there appears to be a high degree of correlation. Further, the correlation permits the inference that such a condition might prevail in any college in which academic standards are adhered to in a consistent fashion. At any rate, the withdrawal figures suggest a close relationship to the educational process, but not at all one that derogates the educational function of the College, though such figures indicate the need for unequivocal understanding of the educational system and the social circumstances.

Three other categories remain for comment. The pattern in the "Financial" and the "Marriage" categories and in the "Personal and Unknown" category appears to be clear. One should expect no great rise or fall at any given level in the first two, and there is none. The chief noteworthy fact about the "Personal and Unknown" category is that it is hardly applicable after the first year, and no students appear in it after the second. Apparently, then, illness is of little significance.

To complete the analysis the faculty committee studied a specific group of those students who voluntarily left Olivet for other institutions. It made a breakdown of those who had achieved given academic grade point averages in order to determine if academic achievement was related to the act of transferring.

Grade Point Averages of Students Who Transfer

Years - 1957-1958 & 1958-1959

By Sex

TRANSFERS

Grade Point Average *	Males	Females	Total	Percentage
Below 1.00	9	6	15	22%
1.00 to 1.50	24	7	31	45%
1.51 to 2.00	10	3	13	19%
2.00 and Above	5	3	8	12%
Totals	48	19	67	100%
Percentage	72%	18%	100%	

*A = 3 quality points
B = 2 quality points
C = 1 quality point

The figures are meaningful enough to call for little comment. It is noteworthy that 22 per cent of those who were accepted at other colleges had achieved less than a C average at Olivet. Sixty-four per cent had only a C average, and only eight students--or 12 per cent--had a B average or better. Here the pattern of transfers, on the basis of grades, is similar to the grade distribution of the entering class and of the entire student body. The ratio of male to female transfers also approximates the ratio that exists in the larger group.

Postgraduate Activities

Of the students who enroll for their junior year at Olivet, over 95 per cent take the A.B. degree. It is reasonable to suppose, then, that their activity following graduation reflects, to some extent, the quality and the nature of the education that they receive as undergraduates. The Olivet records on graduates, which are kept complete and up-to-date, are reinforced by the personal relationship that many of these graduates keep with the Olivet faculty.

Questionnaires were sent to the 247 graduates of the classes of 1951 through 1959 asking for information concerning their postgraduate activities. The replies make possible a complete and accurate report.

Eighty-nine (36.0%) of the graduates over the nine year period attended graduate schools. Of these, 17 (8.8% of the total) have already been awarded advanced degrees; 29 (11.7%) are still in graduate school; 17 (8.8%) are taking courses from time to time to obtain permanent certificates; and 26 (13.4%) attended but received no degree. At least five of the latter interrupted their studies to enter the armed services. The statistics, according to class, for attendance at graduate school appear in the following table:

GRADUATE SCHOOL ATTENDANCE

	Number Graduates	Total Attended Graduate School		Earned Degrees		Still Attending		Courses for Permanent Certificate		Attended - No Degree	
		N	% of Class	N	% of Class	N	% of Class	N	% of Class	N	% of Class
1951	26	10	38.4%	3	11.5%	0	0.0%	2	7.7%	5	19.2%
1952	26	12	46.2%	4	15.4%	0	0.0%	4	15.4%	4	15.4%
1953	18	7	39.0%	2	11.1%	0	0.0%	1	5.6%	4	22.2%
1954	15	6	40.0%	1	6.7%	0	0.0%	2	13.3%	3	20.0%
1955	14	7	50.0%	2	14.3%	1	7.1%	1	7.1%	3	21.5%
1956	19	7	36.8%	4	21.0%	0	0.0%	1	5.3%	2	10.5%
1957	46	15	32.6%	1	2.2%	6	13.0%	4	8.7%	4	8.7%
1958	30	9	30.0%	0	0.0%	6	20.0%	2	6.7%	1	3.3%
1959	53	16	30.2%	-	-	16	30.2%	-	-	-	-
TOTAL:	247	89	36.0%	17	8.8%	29	11.7%	17	8.8%	26	13.4%

Olivet graduates of the past nine years have done their graduate study in 47 different graduate schools located in all parts of the United States, including Hawaii, and in the Philippines. The largest number of these graduates (15) have attended theological schools; nine have entered the field of medicine; and nine have received the Master of Arts degree. The details of degrees earned and graduate schools attended appear in the following lists:

GRADUATE SCHOOLS ATTENDED: Degree Earned

Class of	Degree Earned	College Attended
1951	B.D.	Eden Theological School, Missouri
	M.A.	University of Syracuse
	M.A.	University of Southern California
1952	M.D.	University of Michigan Medical School
	M.A.	Eastern Michigan College
	M.A.	Central Michigan College
	M.A.	Stanford University
1953	B.D.	Oberlin Theological School
	M.A.	Michigan State University
1954	B.R. Ed.	Wayne State University
1955	Ph.D.	Brandeis University
	LL.B.	University of Michigan Law School
1956	B.D.	Central Bible Institute
	M.A.	Michigan State University
	M.F.A.	State University of Iowa
	M.A.	Institute of Trade, Phoenix, Arizona
1957	M.A.	University of Michigan (Horace Rackham)

GRADUATE SCHOOL ATTENDED: Degree Not Yet Awarded as of Spring, 1960

Graduate School	Number	Teacher's Colleges	Number
Horace Rackham	10	Ball State	1
Michigan State University	6	Missouri	1
Columbia University	3	Law Schools	
Eastern Michigan College	2	University of Michigan	1
University of Detroit	2	Detroit	4
Western Michigan University	1	University of Chicago	1
University of North Carolina	1	University of St. Louis	1
University of Akron, Ohio	1	Medical Schools	
University of S. California	1	University of Michigan	3
University of Houston	1	Wayne	3
Illinois Institute of Technology	1	School of Osteopathy (Kansas)	2
		Marquette School of Dentistry	1
Boston University	1	Theological Schools	
University of Seattle	1	Chicago	4
University of Kansas City	1	Oberlin	3
Brandeis University	1	Augustana	2
University of Hawaii	1	Union	1
University of Philippines	1	Princeton	1
University of Montana	1	Ohio Dayton	1
Ohio University	2	Hartford	2
Washington University	1	Church Divinity School of the Pacific	1
Wayne State University	1		

A good many Olivet graduates go directly, of course, into an occupation. Teaching attracts more graduates than any other vocation. The distribution among graduate studies, teaching, and other occupations appears in the following table:

PROFESSIONS AND OCCUPATIONS AS OF SPRING, 1960

Class of	Number Graduates	Attending Graduate School 1960	Teaching			Professional Work	Business	Armed Services	Housewives	Unknown
			College	H.S.	Elem.					
1951	26	0	1	1	4	5	8	0	3	4
1952	26	0	1	4	0	11	7	0	2	1
1953	18	0	0	4	0	2	9	0	3	0
1954	15	0	0	5	0	1	6	0	3	0
1955	14	1	0	3	0	4	4	1	0	1
1956	19	0	1	3	1	3	8	1	1	1
1957	46	6	1	10	4	3	10	10	2	0
1958	30	6	0	9	6	3	4	1	0	1
1959	53	16	0	13	9	4	6	3	0	2
	—	—	—	—	—	—	—	—	—	—
TOTAL:	247	29	4	52	24	36	62	16	14	10
				80						
% of Graduates:		11.7%		32.3%		14.6%	21.0%	6.5%	5.7%	4.0%

Some further breakdown of the figures that appear in the table above will be useful. Of the 36 graduates (14.6%) in professional work, five are in the field of religion (three ministers, one missionary to Liberia, and one in religious education). Among the 36 are one practicing physician and one registered nurse; one claim attorney with a law firm in Kansas City; one librarian; one commercial airline pilot. One graduate is a college psychologist; one is an administrative assistant at a university. Six are doing chemical research and one, biological research. Three are interior decorators and one is a commercial artist. Eight are in some civic enterprise; one is President of the Institute of Public Relations in Connecticut.

Of the 62 graduates (21.0%) in business, 10 are in insurance, four are serving in a bank, 25 are salesmen, 20 are in private enterprises, and three are in industry.

Sixteen (6.5%) are now in the armed services (23 others of the group have served during some period following graduation from Olivet). Fourteen (5.7%) are housewives. On only 10 (4.0%) is there no information about occupation.

If these figures have some meaning in understanding Olivet, there should be even more significance in an occupation analysis of those students who have been most recently graduated from Olivet--the class of 1959--which numbered 53 students. In summary, the figures are these:

Teaching (elementary and secondary)	22 (41.5%)
Graduate Study	16 (30.2%)
Business	6 (11.0%)
Professional Work	4 (7.5%)
Unknown	1

All 22 who received teaching certificates had received teaching appointments by September. Most of these will be taking postgraduate courses to qualify for the permanent certificate, and some will undertake graduate study.

Of the sixteen (30.2%) who entered graduate school, eight were recipients of fellowships, scholarships, or teaching assistantships. The details of these appointments are of special interest in appraising the type and quality of the Olivet program:

Graduate School	Award	
University of Chicago Theological Seminary	Entrance Scholarship	$1,110
University of Chicago Theological Seminary	Entrance Fellowship	$1,760
University of Michigan	(Summer fellowship at University of Colorado)	
University of Michigan	State College Scholarship	$1,800
Ohio University	Teaching Assistantship	$1,800
Ohio University	Teaching Assistantship	$1,800
Washington University	National Defense Scholarship	$2,000
University of Michigan	Alfred P. Sloan Fellowship	$2,400

It is the experience of Olivet that its graduates are given the same consideration for admission to graduate schools as the graduates of any other college. Occasionally a school to which no Olivet graduate has gone in recent years raises a question about accreditation. In some instances the Olivet reputation is particularly good: three graduates will receive M.D. degrees from Wayne State University in 1961, and one graduate will receive the D.D.S. degree from Marquette University as one of the top-ranking students in the class. The graduate who recently received the Ph.D. degree from Brandeis was a Woodrow Wilson Fellow from Olivet.

Chapter IX

PHYSICAL RESOURCES AND SOURCES OF SUPPORT

The Campus

Olivet College is located in the village of Olivet on U. S. Route 27 between Marshall and Charlotte. The population of the village is 900. It is rural but not isolated. Kalamazoo, Battle Creek, Grand Rapids, and Lansing are within easy driving distance. There are no other colleges in the immediate vicinity.

The Olivet College buildings are located on the outside of a large, open square. The campus, which includes some forty acres, is at the top of a gentle hill of firm glacial gravel. It is covered with great trees, chiefly oaks. There is ample room for considerable expansion.

The advantages are those of a quiet village, in which there is a friendly relationship between townspeople and students and faculty. The intimate and rural setting of the College is one of its most attractive features.

The usefulness and condition of present buildings can hardly be thought of without reference to the new buildings contemplated in the Master Plan. The Master Plan has been formulated over the past twelve months as a result of the loss by fire of the main building used for offices and classrooms in May, 1959. This loss has necessitated certain adjustments in the use of space and facilities that are only temporary. The development of this plan brought about a complete reappraisal of all facilities, a reappraisal that makes possible the factual and accurate statements concerning the physical plant that follow.

The buildings fall into three classifications: 1. excellent, 2. sound, 3. poor. In the conditions for housing students the College is in very good shape. Dole Hall (the women's dormitory) and Blair Hall (the men's dormitory) are modern fireproof buildings--commodious, clean, convenient, and well maintained. It is doubtful that there are finer rooms for girls anywhere than those in Dole Hall. Maintenance is excellent, both in structural details and in decoration. The furnishings, particularly in Dole Hall, where a special Women's Board takes some responsibility, are everywhere comfortable and in some areas beautiful. Both dormitories contain lounges, study rooms, game rooms, and laundries. Special developments in recent years are these: 1. soundproofing of floors and ceilings in the boys' dormitory; 2. installation of a special quiet study room as the result of a gift of $1000; 3. complete redecoration of the first floor foyer, halls, and main lounge in the women's dormitory. In 1957 the Blair Hall annex, with beds for 66 students, was completed.

Although Dole Hall is referred to as the women's dormitory, it contains facilities for other uses too. In that building is the dining room for all students. It is a handsome, well furnished room, large enough that all the students can be seated and served at the evening meals, when all students dress appropriately. Under the management of a professional food service organization the kitchen is being modernized. In one wing are guest rooms and the infirmary, which is dealt with in Chapter VII.

As a result of the Shipherd Hall fire, two ground floor rooms have temporarily been converted to class rooms. Because they are convenient in location, size, and lighting they serve that purpose well.

The four society houses that house students are substantial, well built, attractive buildings that serve their purpose excellently. Regular programs of remodeling, redecorating, and refurnishing have resulted in very attractive residence houses. Three former residences now house the overflow of students from the men's dormitory. They provide clean, comfortable quarters that are furnished in the same manner as the dormitory rooms.

The Church, which is owned jointly by the congregation and the College, belongs in the category of excellent. It is a splendid stone building that can seat over five hundred people. The College uses it for its Convocations, formal ceremonies, recitals, lectures, chorus rehearsals, and special programs. It is attractive, commodious, and useful. The Holtcamp organ, installed in 1945, and the recital pianos, owned by the College, are excellent instruments. The building is well maintained. It has no particular needs and serves the College well.

Another excellent building is MacKay Gymnasium. It was built at about the same time as Dole Hall and Blair Hall and is in the same modified Georgian design, constructed in brick. The basketball floor, which was reconstructed a few years ago, is the largest regulation size. The spectator area can seat 1500 people. Because the floor and the seating area are the largest in the area, it is used several times each year for those community and public school affairs that cannot be accommodated elsewhere. It contains three four-wall handball courts and many smaller rooms that serve various physical education functions. The dressing rooms and shower rooms are well maintained. The two offices and the two classrooms that were designed for physical education use are temporarily housing the Dean, the Registrar, and the Director of Admissions. A 75-foot room on the second floor will serve as the Business Office until the construction of an administration building.

Burrage Hall and the Utility Building are two buildings that can be described as sound. Burrage Hall, the library, is an attractive and substantial stone building. It has adequate space for books and enough room for the present student body (see Chapter V). The stacks are open to all students. The lighting system and the furniture for study need modernizing. Tentative plans for necessary improvements have been made and will be made a part of the Development Program.

The Utility Building, which houses six class rooms, the office of the Dean of Students, and the Coffee Shop, was constructed in the summer of 1959 following the Shipherd Hall fire. It is soundly constructed, without decoration, to serve its purpose until permanent buildings replace it. When new buildings are built, it will be turned over to the use of the maintenance department. For that reason it was built next to the power plant, which generates heat and electricity for the College by coal. It services all College buildings, except separate dwellings, including three of the society houses. During the winter the buildings are comfortable. Outside power lines are connected at all times, so that there is little possibility of light or power failure. At night and in the summer, the local utility company, Consumers Power, supplies electricity. The power plant has two boilers, and it is not likely that both would fail simultaneously.

The science building, Mather Hall, which was built in 1885, needs to be replaced. It is adequate to the teaching of science and may well have certain advantages of space and arrangement that can hardly be asked for in a new building, but it has deteriorated over the years. Maintenance in the way of paint, new floors, rebuilding of cabinets, acquisition of new furniture, installation of lights, and remodeling into additional classrooms has improved the building greatly. The lecture rooms are large, light, and comfortable. The Biology facilities are particularly good because of space. But Physics needs to expand, and the Chemistry area needs improvement. New science facilities are high on the priority list for construction.

No doubt a word should be said about parking facilities. Olivet is fortunate among colleges in having no parking problem whatsoever.

Public Relations

Public relations and sources of support are interrelated. The College is concerned that student behavior and achievement be such that they bring favorable attention to the College. It is concerned that it attract faculty members who by their academic achievement and their teaching reflect the academic and social goals of the College.

There is ample evidence that the Olivet College faculty members participate extensively in the life of the community. They belong to such local service clubs as the Chamber of Commerce, Rotary, and Lions. They help plan community celebrations of holidays and special events. From time to time a College-community Council meets to discuss ways by which the College and the village can work profitably together. Almost all the College events are open to the townspeople: the weekly Convocations, the Scholars Lectures, musical programs, sports events, and plays. More often than not these are without charge. In turn, the community often uses College facilities: the dining room, the Library, the playing fields, the gymnasium. Together the town and the College financed the lighting of the football field. The local high school uses the gymnasium for all its basketball games and for the spring festival of bands from high schools throughout the area. Regularly two local people--currently the mayor and the dentist--hold membership on the Board of Trustees.

No week goes by without a talk or lecture by the President and other members of the faculty to groups in the village, a nearby city, or at some distance from the College. Several members of the faculty conduct church services wherever they are invited throughout the state. Foreign students of the College are sometimes guest speakers at local and nearby community service clubs and church organizations.

Broader community relations are fostered chiefly through the church connections of the College. Liaison with the churches is maintained particularly by the President, the members of the Development Office, the student members of the United Campus Christian Fellowship, and the

Chaplain. The College is always represented at district and state meetings of the churches. Church groups that visited the campus in the year 1959-1960 include the following:

1. Three-day conference of the State Pilgrim Fellowship Association
2. Three-day conference of the Women's Fellowship of the state
3. One-day conference of Religious Education Directors
4. Three-day conference of the Michigan Congregational Laymen's Fellowship

College groups, particularly musical organizations, take part in church services and programs across the state. Some years ago the College Ensemble sang at the national convention of the church in Omaha, Nebraska. In the spring of 1959 it toured through Michigan, giving concerts at churches. In the spring of 1960 it toured through Massachusetts, where it presented six concerts of sacred music.

The Admissions Office maintains friendly relations with students' parents through organized channels:

1. Dads' Club
2. Mothers' Club
3. Visitors' Day
4. Admissions Counselors

The Dads' Club was organized in 1951 by the then Director of Admissions. It is a state-wide group, the original aims and objectives being to raise money to aid men students at the College. The group meets formally on the campus in the fall of the year, elects officers, and discusses and decides upon a project for the year. The Mothers' Club was organized in 1954 through the efforts of the Admissions Counselor on campus and has been active this year largely in the Detroit area.

In the spring of the year the Admissions Office plans a general Visitors' Day on the campus. Invitations are sent to all parents of present students, high schools in Michigan, all Congregational Church ministers, and prospective students.

The Admissions Counselors of Olivet work largely to represent the College to prospective students in an effort to maintain and increase the College enrollment. The counselors, however, do "counsel" because of the tendency at the College among its students to return to the person who established the first rapport with the prospective student. Olivet's field representatives also become, in effect, "parent counselors." As an example, the field representative in Detroit maintains close contact with students after they have enrolled in the college and with their parents also.

Whenever possible, representatives of the Admissions Office visit in the homes of prospective students. Parents and prospective students are urged to visit the campus and are escorted through the buildings by the Admissions Counselor on campus. The College tries to become as well acquainted as possible with the prospective student and his parents. This acquaintance is furthered by visits to the students' schools and conversations with school officials and teachers.

In its yearly catalogue the College presents an accurate, factual statement of its organization, personnel, and program. Besides this publication, the College is now developing a series of brochures designed to present each aspect of the College in a separate publication. These are sent to prospective students, parents, schools, and churches. The latest publication is the handsome bulletin that presents the development program of the College (see insert in the back cover).

The Development Program had its inception in the Planning Conference that was held on the campus in the spring of 1959. To this conference the College invited townspeople, alumni, friends, business people, and officials of other colleges. One hundred twenty people from off the campus spent a full day with Olivet people in considering all aspects of the College and in making evaluations. In addition to attending general meetings, the participants met in small groups on specific subjects:

Aims and Purposes
Alumni Relations
Athletics
Buildings and Grounds
Community Relations
Curriculum
Development and Endowment
Faculty
Financial General
Library
Plant Expansion and Size
Public Relations
Religious Activities
Research
Student Activities
Student Selection
Teacher Training

Each group made positive recommendations, which were incorporated in a mimeographed report that was widely distributed among people interested in the College. The effects of this report are reflected throughout this self-study. It stimulated thinking in every area, challenged the College to action, and created a critical awareness on the part of all people concerned with the welfare of Olivet.

Alumni Relations

Olivet College has had an Alumni Association since the early 1870's.

It is governed by a president, an executive committee, and a council of twelve members, rotating every four years. One full-time secretary, ample office space, and operating funds are supplied by the College. The office keeps files of the alumni by class, by geographic distribution, and by alphabet. An occupational and academic record file of the alumni after graduation has recently been compiled.

The Alumni Bulletin is sent, without charge, to all business people in the village of Olivet, all parents of present students, all Congregational ministers in the state, as well as to alumni. The total circulation this year has been approximately 4,500 copies per issue.

The alumni are organized into class units under class captains, whose duty it is to assist in the annual collection of the Alumni Fund, which is used by the College for current expenses. The financial participation of the alumni in 1958-1959 was as follows: 772 alumni (20%) gave $33,072.98. In 1959-1960 the contributions of alumni are running well ahead of the totals for previous years.

The College further maintains relationship with alumni through reunions on the campus at least once in five years when the alumni return for traditional College observances: Homecoming on a Saturday in the fall; Founder's Day, when an alumnus is chosen to address the student body, outstanding alumni receive citations, and the alumni of Eaton County are assembled at the evening banquet; and Commencement, when five-year classes hold reunions and alumni of all classes return to attend Council and Association meetings, society reunions, and the alumni banquet, when the senior class is welcomed into the Association.

The year 1959-1960 brought some rather extraordinary events and publicity: an Olivet graduate of 1927 was honored on Ralph Edwards's "This is Your Life Show," nationally televised--with three former students and one present faculty member on the program. A winter ball was given in Detroit, by alumni, for prospective students. The alumni, in part, made possible the tour of a choral group of 24 College students in Massachusetts in April to sing six concerts.

The alumni are an essential element in the strength of a college. It is the hope of the Association that the great common effort by all members of the College community in the next five years in the development program will bring new enthusiasm and devotion to the College.

Church Support

The church support of Olivet College can be thought of as coming from four general areas. The major part of the support, which has been growing steadily for the past decade, comes from individual Congregational Churches within the State of Michigan. Olivet College is the only college in Michigan that is affiliated with the Congregational Churches. As a result of long-range efforts, the College has been widely recognized in the state as "Michigan's Congregational College." This does not mean that it is the only college which is supported by the many independent Congregational Churches of the State, but it does lead all the others by a wide margin. This support has been built up by the combined efforts of the College and the office of the State Superintendent, headed by Dr. Harold Skidmore. Without the full cooperation of the State Superintendent it would have been impossible to build the broad base which has in fact been built. This support comes in the main from church budget giving. This means that the churches of the state (and out of the some 210 churches, about 115 can be counted on for some sort of regular support) are in the habit of writing in their budget a definite sum that is earmarked for Olivet. In some cases this is supplemented by periodic drives or by special collections, but the College feels gratified by the fact that the bulk of the giving comes in the form of definite budget allotments.

The second source of giving is from the State Conference itself, as opposed to the individual churches. This has never amounted to as much as is received from the individual churches (and this situation is logical in view of Congregational polity). It is significant, however, in that it represents confidence and support from the highest level of the church structure, and also because it frequently is given in a rather large lump sum which tends to make itself felt at a crucial moment. A direct gift from the State Conference, too, frequently has a salutary effect on giving by the individual churches.

The third source of church giving is from churches outside the state of Michigan. This is at present the least productive of the four areas of church support, but may represent the greatest potential, in terms of a percentage increase, over the next few years. At the moment this giving is sporadic and unorganized. Gifts are received from isolated churches in Illinois, Ohio, Indiana, and New England. Gifts generally come from those churches where there is some sort of contact that has been built up in one way or another over the years, usually by an alumnus or through the activity of a minister with a particular interest or attachment to the College. As the College extends its sphere of operations outside the state of Michigan, by student recruiting, concerts, lectures, it is expected that this source will increase its giving. It is believed that the churches in New England represent a particularly large potential (in percentage terms) since there are no colleges in New England that maintain an affiliation with the Congregational Churches, and this in spite of the fact that the center of Congregationalism is to be found in that area.

The fourth and final source of church giving is the National Board of Home Missions of the Congregational Christian Churches of America. This is the national "home" missionary agency of the denomination. Over the past decade it has given to Olivet, although in rather small amounts. Three years ago it made a conditional gift of $75,000, earmarked for the endowment fund, which gift was contingent on the College's performing certain things. In the spring of 1960 the Board gave outright to Olivet $50,000, one of the largest direct gifts that the College has received in recent years. It is not expected that this source will be one of the largest donors to the College over the coming years, even though the denomination is presently in the midst of a major fund drive for the support of its affiliated institutions of higher education. None the less, support of this type is deeply appreciated, and in amounts as indicated it serves as a valuable incentive to other forms of church giving.

The College has for the past several years suggested to the churches of Michigan that an eventual goal of "one dollar per member per year" might be thought of as the normal share that might be given to its affiliated institution of higher education. In terms of a membership of about 85,000 this would mean that the College might expect somewhere around $85,000 per year for current expenses from Michigan churches and church members.

As a denomination the Congregationalists have not been accustomed to thinking in these terms. The Michigan churches are, of course, not yet up to this level of giving. Such patterns of thought, which are eventually reflected in giving, change slowly. Yet it is possible to discern a marked change in the general pattern, particularly when viewed over a ten-year period. Olivet College believes, too, that it is important to keep in mind the fact that no other college affiliated with the denomination comes anywhere near receiving this amount of support, whether this is figured on the basis of the actual amount received, or on a per-member basis. At this point, Olivet is the envy of the other colleges related to the denomination.

Chapter X

FINANCES

Administration and Operation

The Business Manager is responsible for the administration and operation of financial affairs. He is nominated by the President and confirmed by the Board of Trustees. For his actions the Business Manager is responsible to the President, and both are responsible to the Board of Trustees.

The Business Office uses three other employees, a man who is Bookkeeper and Bursar and two clerks. They share the work of handling the cash, keeping books, typing letters, preparing and typing reports, controlling office and general supplies, servicing the telephone switchboard, and providing minor clerical work for other offices. The Business Office is equipped with an adding machine, a calculator, a duplicator, a mimeograph, two typewriters, and a tape recorder.

Purchases, which are made at the direction of the Business Manager, are based on requisitions originating in the various departments of the College. Purchase requisitions are approved by an administrative person of equal status to the Business Manager before reaching the Business Office. When practical, bids are requested, but most items are purchased on the basis of the quality and price offered by a selected group of reliable suppliers.

Accounting

The accounting process and the chart of accounts are based on recommendationsmade by the National Federation of College and University Business Officers Association as presented in its compilation of A Study of Income and Expenditures in 60 Colleges, 1953-1954. During the year 1959-1960 the entire accounting procedure has been reviewed with assistance from the College auditors, Arthur Young and Company. Changes are being made to facilitate a functional budget control system and preparation of reports. The reports will be more usable and revealing when the revisions go into effect on July 1, 1960. A 79 page manual has been prepared with complete descriptions.

Separate accounts are kept of six funds described as follows:

Current Fund, which records the regular yearly operation of money received and spent.

Plant Fund, which records all physical property assets and liabilities.

Building Fund, which records all assets and liabilities pertaining to the construction of buildings.

Income Producing Property Fund, which records assets and liabilities of properties not used for student housing or curriculum activities.

Endowment Fund, which records activities relating to capital held as endowment of the college.

Student Aid and Miscellaneous Funds, which record activities in funds that have limited or special purpose uses.

Complete fund accounting is found in the year's audit. Brief up-to-date accounting on the Current Fund and a brief review of changes in the Endowment Fund and the Student Aid and Miscellaneous Funds appear in following sections in this chapter.

Banking and Investment

Banking of current funds is done with the Olivet State Bank. As an aid toward separation of money in other funds, an account for these is maintained in the Michigan National Bank in Marshall. A special account is also maintained in the Eaton County Bank at Charlotte for the National Defense Student Loan Fund.

Almost all the investments of Endowment Funds are held by the Detroit Trust Company under indentures issued by the Board of Trustees. Some more recent investments are held by the College with documents stored in a safe-deposit box at the Olivet State Bank.

All financial transactions are subject to approval of the Board of Trustees through its Finance Committee; all investments must be approved by the Board of Trustees through its Investment Committee.

Current Fund and Budgeting

The current fund is completely budgeted each year, the fiscal year covering the period from July 1 to June 30. The Business Manager starts preliminary work on the budget in April after faculty salaries for the ensuing year have been adopted. The final budget is completed in August, when the approximate number of students for the ensuing year has been determined. The proposed budget is submitted first to the Finance

Committee of the Board of Trustees for review, and subsequently to the Board of Trustees for approval. The first complete draft is ready for review by the Board of Trustees at its regular June meeting. In general, the budget is a revision of the previous year's actual experience, with allowances for anticipated changes in enrollment, salaries, etc.

A copy of the Current Fund budget, main headings only, for the fiscal year 1959-1960 follows. These figures show the actual experiences through April 30, 1960. A complete breakdown of 12 pages is reviewed monthly and is available upon request. A review of the following figures reveals two items that appear to be running off budget and need explaining. Item 130, Staff Benefits, was budgeted at $35,000, but only $7,831.96 was spent to date of April 30. The budget anticipated an earlier adoption of a retirement program and consideration of increasing life insurance benefits. The retirement program adopted during the year was TIAA-CREF, effective February 1, 1960, for all salaried employees who desire to participate on a four per cent of salary deduction matched by an equal four per cent contribution by the College.

BUDGET--EXPERIENCE COMPARISON

1959-1960

July 1 through April 30

Income		Budget	Experience
10	Educational and General	$ 242,622.50	$ 242,437.82
20	Auxiliary Enterprises	270,785.00	254,869.81
30	Contributions	144,600.00	109,431.00
TOTAL INCOME		$658,007.50	$606,738.63
Expenditures			
100	Education and General		
110	Chief Administration	$ 50,900.00	43,046.27
120	Student Services	57,899.00	49,286.36
130	Staff Benefits	35,000.00	7,831.96
140	Public Services	19,050.00	14,428.81
150	General Institutional	28,965.00	28,356.21
160	Instruction	169,820.00	131,962.52
170	Library	15,442.00	12,738.12
180	Operation and Maintenance	71,025.00	59,158.22
200	Dormitories	31,555.00	30,553.81
300	Dining Room	117,650.00	104,144.06
400	Income Producing Properties	2,000.00	194.40
500	Bookstore	2,500.00	2,543.99
600	Student Aid	21,850.00	10,350.09
700	Athletics	24,559.00	24,898.78
	Operating Surplus	9,792.50	
TOTAL EXPENDITURES		$658,007.50	$519,493.60

The life insurance provided by the College for all full-time employees has not yet been changed and remains at $1500 for most employees. Item 600, Student Aid, will approximate the budget figure when bookkeeping transfers are made at the year's end.

Endowment Funds

At year's end, 1958-1959, the Endowment Funds totaled $200,536.74. This was an increase of $5,295.21 over the previous year. Part of the funds was invested in mortgages on College buildings. The total of these mortgages, of many years' standing, was $165,000 on June 30, 1958, reduced during 1958-1959 to $140,135. During the year 1958-1959, therefore, the College indebtedness to its endowment was reduced $24,865 while the total endowment was increased by $5,295.21, making an improvement in this fund of $30,160.21. Through efforts during this year, 1959-1960, which are described in part of this report, it is certain that the entire indebtedness to endowment of around $140,000 will be repaid. At this writing, May 25, the indebtedness is assured of being reduced to $90,000 or less, and procedures are under way to wipe out the mortgages in their entirety. (As of June the debt has been completely eliminated.)

Not all endowments have been credited to this fund in past years. Some, where the earnings or dividends are designated for special purposes, have been held in those funds, but most are held by the Detroit Trust Co.

Student Aid and Miscellaneous Funds

There are some 30 separate accounts in the funds. Six of these have endowed principals held with the Detroit Trust Company, and three have principal amounts held in securities by the College alone. For several years past, at least from 1946 to 1955, all available cash was borrowed to meet expenses in the Current Funds. A low enrollment contributed to these financial problems.

At this date, through efforts of the past two years, the entire indebtedness to these special funds has been repaid. As of this year 1959-1960, a total of $27,731.03, the last indebtedness to these funds, has been taken care of. The total assets in these funds as of June 30, 1959, was $103,354.76, of which $37,452.23 was in endowment investments, $27,731.03 due from current funds (now paid), $25,657.96 on loan to students, and $12,513.54 cash. At the end of this year the total assets will have increased by about $15,000 with the greatest increase coming in the amount on loan to students.

Trustees Fund

In the fall of 1959 the trustees pledged themselves to work with the administration to the best of their abilities in an attempt to clear all indebtedness from the records. This indebtedness consisted principally of the $140,000 in mortgages on College property, over $70,000 in accounts payable in the Current Fund, and $27,000 due Student Aid and Miscellaneous Funds by Current Funds. Assistance had been promised by such organizations as the Congregational Church Board of Home Missions in the way of matching funds. The Trustees' goal was over $100,000. Receipts for this goal were over and above normal contributions. As of the date of this writing, May 25, 1960, the Trustees Fund has been oversubscribed with most of the money received and disbursed through the regular funds. The Trustees Fund was created after the fiscal year started and will be closed before the year ends. It is a fund through which special receipts due to special efforts of the Trustees are flowing on their way to other funds. These efforts by the Trustees and Administration herein described as well as the matching contributions, especially $50,000 received from the Board of Home Missions, have been devoted to the purpose of putting Olivet College on a creditable and firm financial footing.

Student Fees and Indebtedness

Student indebtedness to the current fund on June 30, 1958, was $33,981.97. As of June 30, 1959, this had been reduced to $17,155.99. Another sizable reduction is expected again this year, but comparative figures will not be available until the books are closed June 30, 1960.

The following table gives a list of student fees in effect for the year 1959-1960. For the year 1960-1961 the tuition is being increased to $590.00, making total fees $1,277.00.

All fees for the semester are due at the time of registration, but a deferred payment plan is available for those who find it necessary. On the deferred payment plan the student pays one-half of his total fees at the time of registration, one-fourth approximately six weeks later, and the last fourth in another six weeks. Three dollar and five dollar service charges are paid with the deferred payments.

Table 1.

OLIVET COLLEGE
TABLE OF FEES

Effective September 1958

Tuition, per year		$ 550.00
Board, per year		400.00
Room, per year: Single $300.00	Double	250.00
Student Activities Fee, per year		25.00
Health Fee, per year		12.00
		1,237.00

A fee of $10.00 must accompany the application for admission. This fee is not refundable and does not apply to expenses.

ADVANCE DEPOSITS

Credit is allowed on the term bill for the following advance deposits. For new students and readmitted students: a reservation fee of $25.00 due and payable when the student is accepted. For returning students: a reservation fee of $15.00, due and payable when the student registers for the following academic year. Payment of this fee is necessary before a room is assigned. In addition a $10.00 key deposit is required and is returned when the student leaves.

SPECIAL FEES

The following listed fees apply only for special situations:

Late registration	$ 10.00
Special examination	5.00
Transcript of record other than the first	1.00
Graduation	10.00
Cap and gown rental	10.00
Late program change	5.00
Matriculation: new students	5.00
Use of music practice room, per semester	5.00

Use of Ferry Memorial Organ 6 hours per week, per semester	$ 15.00
Methods and Observation, per semester	25.00
Practice Teaching, per semester	25.00
Extra Semester Hours above 17, per hour	25.00
Science laboratory fee, per semester	4.00
Chorus or Ensemble fee, per semester	2.00

PRIVATE MUSIC LESSONS

Half hour per week	35.00
One hour or two half hours per week	65.00

Fees for private lessons apply only to students who are not taking lessons as part of the artistic process or are not taking a music major or minor.

Contributions Income

In the year 1957-1958, 24 per cent of the total income of the Current Fund came from contributions. In 1958-1959 the percentage increased to 29 per cent. This year, 1959-1960, the contributions will be out of proportion due to the aforementioned Trustees Fund.

In addition to the budgeted amounts anticipated for operating and totaling $144,000, the Board of Trustees has raised in excess of $113,000 to be used for debt retirement and restoration of funds other than endowment. This effort by the trustees will make the contributions for operating income abnormally high in relation to previous years. It should be noted, however, that the Board has agreed to undertake an annual project related to the most pressing fiscal needs of the College.

Cash gifts and other properties in the total amount of $144,300 have been raised toward the endowment fund. The Board of Trustees at its June meeting took the necessary action to restore to the endowment fund all monies that had been borrowed for operating purposes many years ago. During the year the College received notification of income trusts in the amount of $125,000 and $8,000. These trusts are irrevocable, with the income going to the donor during his survival. Both of these trusts are earmarked for endowment. The net effect, with several weeks to go in the fiscal year, is that during this fiscal year the endowment fund of the College has benefited by $277,300.

Other contributions have been made for special purposes. The Charles Stewart Mott Foundation made a gift of $20,000 toward the establishment of a special project in Economics. The Relm Foundation contributed $2,000 toward a study of our accounting system.

In evaluating the contributions, it is significant that such foundations as the Mott Foundation, the Kresge Foundation, the Burton Foundation, and the Relm Foundation have approved gifts to the College during this year. This is taken as confidence in the current direction and operation of the College. It is also significant that all of the contributions from all sources represent gifts from hundreds of people. These people have indicated an interest in the progress being made at Olivet College, as is evidenced by their donations. These donors now have a stake in the future progress of the institution. The College believes that it is better to establish this wide base of support than to attempt to depend upon one or two individuals or groups to carry the load.

Financial Position of General Funds

Olivet College
General Funds-Balance Sheet
June 30, 1959

ASSETS

Current Assets:	
Cash	$ 50,561.03
Notes and accounts receivable less allowance for doubtful accounts	11,251.80
Inventories, store assets, prepaid insurance and investments	17,852.38
Total Current Assets	79,665.21
Fixed Assets:	
Land (at cost)	$ 38,673.40
Buildings (at cost)	981,530.86
Furniture and fixtures (at cost)	143,485.93
Total Fixed Assets	$1,163,690.19
Other Assets:	
Sinking Fund and Insurance Funds reserved for buildings	171,466.95
Total all General Funds Assets	$1,414,822.35

LIABILITIES

Current Liabilities:	
Notes Payable	$ 32,750.00
Accounts Payable	72,088.20
Accrued salaries with withholding and payroll taxes	33,671.36

General Funds-Balance Sheet (continued)

Student advance deposits		4,493.58
Portion of long-term debts due within one year and accrued interest		8,906.09
Total Current Liabilities		154,559.32
Long-term Debt		
Land contracts, mortgages, and bonds less portion due within one year		262,304.34
Due to Other Funds:		
Student aid and Miscellaneous funds	27,731.03	
Endowment funds	140,135.00	167,866.03
Deferred income from summer school		2,000.00
Fund Balances		828,092.66
Total Liabilities		$1,414,822.35

Very decided improvements in the financial situation of Olivet preceded the balance sheet of June 30, 1959; even so, the acceleration of improvements during the past twelve months has been much greater even than the year before. These improvements call for comment.

Under Fixed Assets it will be noticed that each item is recorded according to common practice at actual cost or acquisition value. An appraisal made this year by R. A. Schettler and Associates, registered appraisers, fixed the insurable value of campus buildings, which comprize most of the property listed in assets, at $2,242,690 and their replacement value at $2,670,600.

Under Current Liabilities, Notes Payable, the entry as of May 25, 1960, would be $14,000 instead of $32,750.

Under Current Liabilities, Accounts Payable, the present outlook indicates that this entry by June 30, 1960, will be less than half the $72,088.20 listed on June 30, 1959.

Under Long-Term Debt, all the indebtedness is on housing that is self-liquidating.

Under Due to Other Funds, Endowment Funds, at present we are processing a $50,000 reduction and a $22,500 offset or reduction, depending on legal actions. Plans are progressing satisfactorily for a complete elimination of this liability, if not by June 30, 1960, then very soon thereafter.

Summary Comment

In its methods of handling its business affairs the College has made marked progress in the last few years. The Business Office is efficiently run, handling a considerably larger volume of business than formerly with no increase in personnel. The changes in budgeting that are already in effect and the changes in accounting that will go into effect in the summer of 1960 will add greatly to the efficiency.

The financial status of the College has improved at a faster rate than could reasonably have been expected only a few years ago. The wiping out of the floating debt and the mortgages leaves the College in a strong position.

Contributions reflect the growing respect with which the College is regarded by the Church, alumni, and disinterested sources of funds. Some gifts have been substantial, but just as important is the increased number of smaller gifts.

A pattern of giving has been established for enough years to give promise of continued giving in the years to come. A steadily increased enrollment indicates the receipt of larger sums to meet fixed costs.

Chapter XI

OLIVET COLLEGE: THE FUTURE

This self-study report, prepared by the faculty and administration of Olivet College, is the culmination of a continuing analysis over a period of years. It contains an account of the 116 years of the history of the College, a statement of its current purposes, and analyses of all phases of its academic and nonacademic life. Beyond its value in presenting an accurate picture of the Olivet College of 1960, it provides the facts with which to project the future of the College.

As has been shown in Chapter II the trustees, administration, and faculty have declared their conviction that Olivet should be a college of the liberal arts and have committed themselves to its church relationship. Subsequent chapters define the liberal arts chiefly in terms of curriculum, but also in relation to the moral and social qualities that the College hopes to develop in its students. The practical matters of student life and finances are appraised in relation to the purposes and the major academic goals of the College.

These purposes and goals will continue to provide the motivating force for all that is done at Olivet. The liberal arts will continue to provide the chief substance of the curriculum. As subject offerings and requirements have been flexible and subject to modification in past years, they will continue to be under constant study. Though the enrollment will probably double in size over a period of years, Olivet will continue to be a small college. Consequently, the present faculty feel that in the coming years the College should continue to limit its curriculum to the general subject fields or disciplines which it now offers. At the same time, such changes in course offerings and requirements will from time to time be made as the faculty finds practicable and advisable. Vocational courses, it is felt, are not part of a liberal arts education.

Probably at no time in the history of the College--at least since its earliest years-has the church relationship been more comfortable or more vital. The College values that relationship, and financial support in recent years attests to the faith that the church has in the College. It would seem that only some unforeseen accident could interfere with the continuation and development of that happy state of affairs.

A strong Board of Trustees and a strong President provide the responsible leadership that should make possible the attainment of the practical goals toward which the College is working. With each passing year the members of the Board show an increasing sense of their responsibility and their willingness to work for the improvement of the College. They have succeeded in bringing financial stability to the College and in laying the groundwork for still greater improvements in the future. With the wiping out of every kind of indebtedness, it is now possible to plan for increased expenditures for instructional purposes as well as for the construction of new buildings.

The improved financial situation shows itself in better maintenance, in sound budgeting, and in improved salaries. The College looks forward to increased departmental supplies and equipment. Increased salaries make it easier to attract capable people to the faculty, and at least equally important, provide an inducement for good instructors to stay at Olivet and form a continuing group working toward common aims. A college is no better than its faculty no matter what its buildings or equipment. Better salaries and reasonable financial security free teachers to devote themselves more wholeheartedly to doing their best for their students, and in the process increasing their own knowledge.

A doubled enrollment, an enlarged faculty, and financial stability all point to the need for development of the physical plant of the College. Attention centers most immediately on the Library. In the summer of 1960 a trustee-faculty committee is preparing exact plans for remodeling the building and consequently for improving the service to the students (see Chapter V).

The burning of Shipherd Hall, making necessary the construction of a new building for classrooms and offices, aroused an interest in planning the total physical development of the College. Out of this interest came a complete architectural Master Plan, which was designed by Meathe, Kessler and Associates, Architects. A scale model of the proposed campus is on display in the Blue Room of Dole Hall. The brochure describing the Master Plan will be found inside the back cover of this report.

The plan calls for nine new buildings, the removal of two old ones (Mather Hall and the Music Building), the closing of the highway that now bisects the campus, and the creation of malls, around which the new buildings will be grouped. The area owned by the College is large enough to accommodate all of this new construction.

The architects, as of June, 1960, are already in the second stage of planning the buildings around the Festival Mall--the student center, the humanities building, the fine arts building, and the auditorium. The student center will probably be built first. It will house the main dining room, small dining rooms, a coffee shop, game rooms, book store, and a lounge. The construction of a new dining room and kitchen will release the present dining space for the administrative offices, which are now located in several different buildings. Eventually the dining room wing of Dole Hall will probably be used for housing women students.

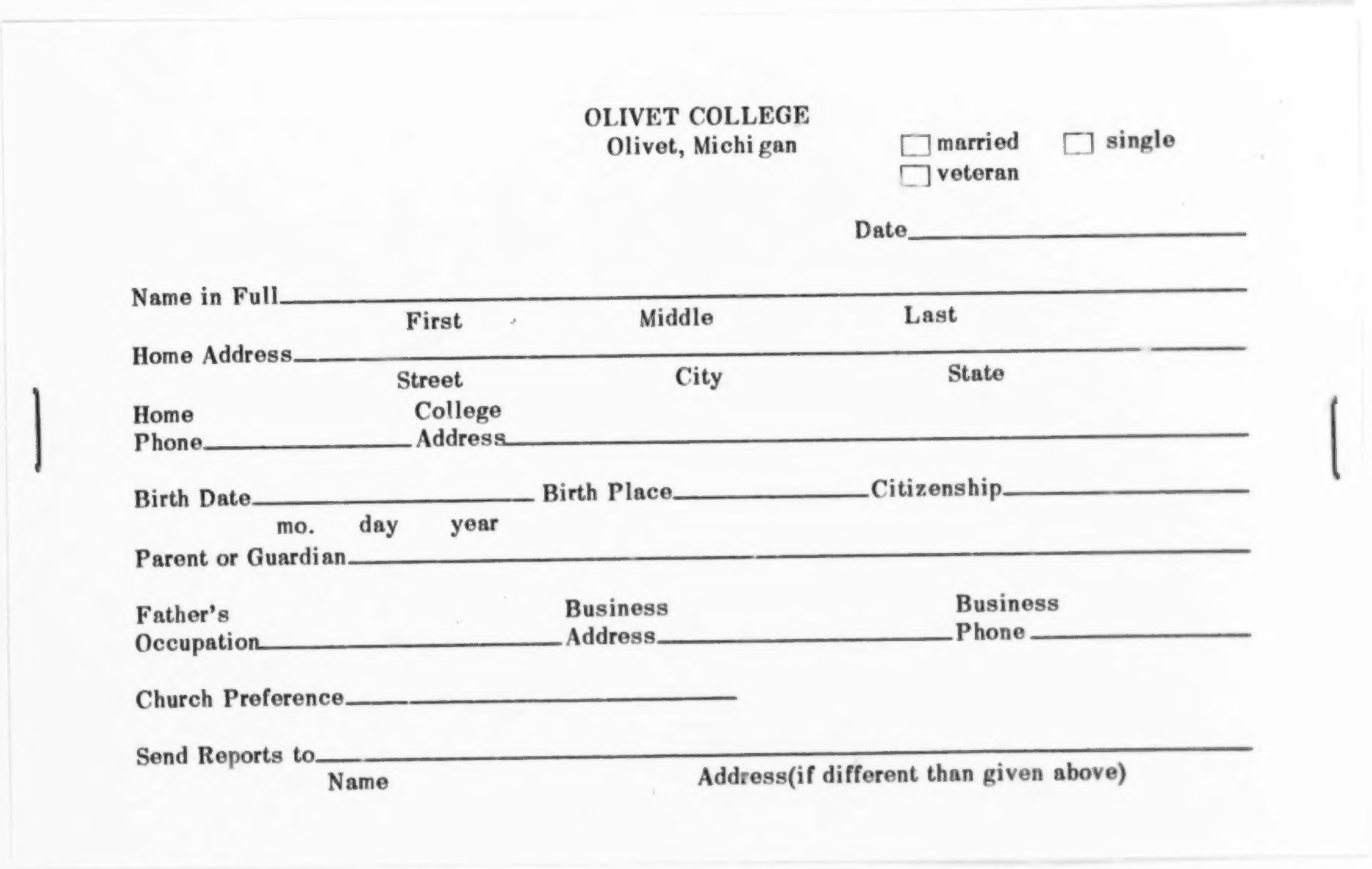
The humanities and fine arts buildings in the Festival Mall and new science buildings in the area where Mather Hall now stands will provide instructional space to meet the needs of 800 to 1000 students--the maximum enrollment that Olivet now foresees. The Master Plan includes provisions for a new dormitory for men and a new dormitory for women to accommodate the increased enrollment, and for an administration building to house the offices.

The needs of the College are definite enough and the Master Plan is flexible enough to allow for construction to begin on any one part of it and to permit its completion over a rather long period of time. The present schedule for the plan is eight years, but the raising of more money would hasten the achievement of the construction goals.

As the number of students applying for admission to Olivet increases, there will be strengthening of admission standards. The intellectual aptitude of the students should be appropriate to the ideals and the demands of a liberal arts education. But Olivet does not mean to be exclusive in the sense of admitting only students with money or with impressively good academic records. It wants still to offer an opportunity for the students who sincerely desire the type of education that it offers and who have the intellectual capacity for acquiring that education. It wishes to train its students so that they can read intelligently, express themselves effectively, and think clearly in whatever situation they find themselves. It wishes to stimulate a thirst for knowledge and to provide its students with the means of acquiring it. And it hopes to develop in them a sound sense of values.

EXHIBITS

EXHIBIT A



OLIVET COLLEGE
Olivet, Michi gan

☐ married ☐ single
☐ veteran

Date__________

Name in Full__________
First Middle Last

Home Address__________
Street City State

Home Phone__________ College Address__________

Birth Date__________ Birth Place__________ Citizenship__________
mo. day year

Parent or Guardian__________

Father's Occupation__________ Business Address__________ Business Phone __________

Church Preference__________

Send Reports to__________
Name Address(if different than given above)

EXHIBIT B

NAME:

Parent or Guardian:

Address:

Date of Birth:

Place of Birth:

OLIVET COLLEGE
Olivet, Michigan

PERMANENT RECORD

Degree: Date:

Teacher's Certificates:

Majors:

Minors:

Date of Entrance:

High School Record

School:

Grad. Date: Rank:

English ____________
Latin ____________
French ____________
German ____________
Spanish ____________
History ____________
Government ____________
Economics ____________

Sociology ____________
Algebra ____________
Geometry ____________
Trigonometry ____________
Biology ____________
Chemistry ____________
Physics ____________
Other ____________

COLLEGE RECORD

Dept.	Descriptive Title	First Semester			Second Semester			Dept.	Descriptive Title	First Semester			Second Semester		
		HRS.	GRD.	PTS.	HRS.	GRD.	PTS.			HRS.	GRD.	PTS.	HRS.	GRD.	PTS.

Graduation Requirement: minimum of 120 semester hours (plus 2 s.h. of Physical Education) and a quality point average of 1.0
Grade Point System: A-3; B-2; C-1; D-0; F-0; I-Incomplete; W-Withdrawn

Faculty Action:

Transcripts sent:

(signed) ____________________
Registrar

Date:

Honorable dismissal granted

This transcript is official only when imprinted with the official seal.

NAME:

Faculty Advisers

Scholarships and Grants-in-aid

Prizes and Awards

Academic Committee Action

Disciplinary Action

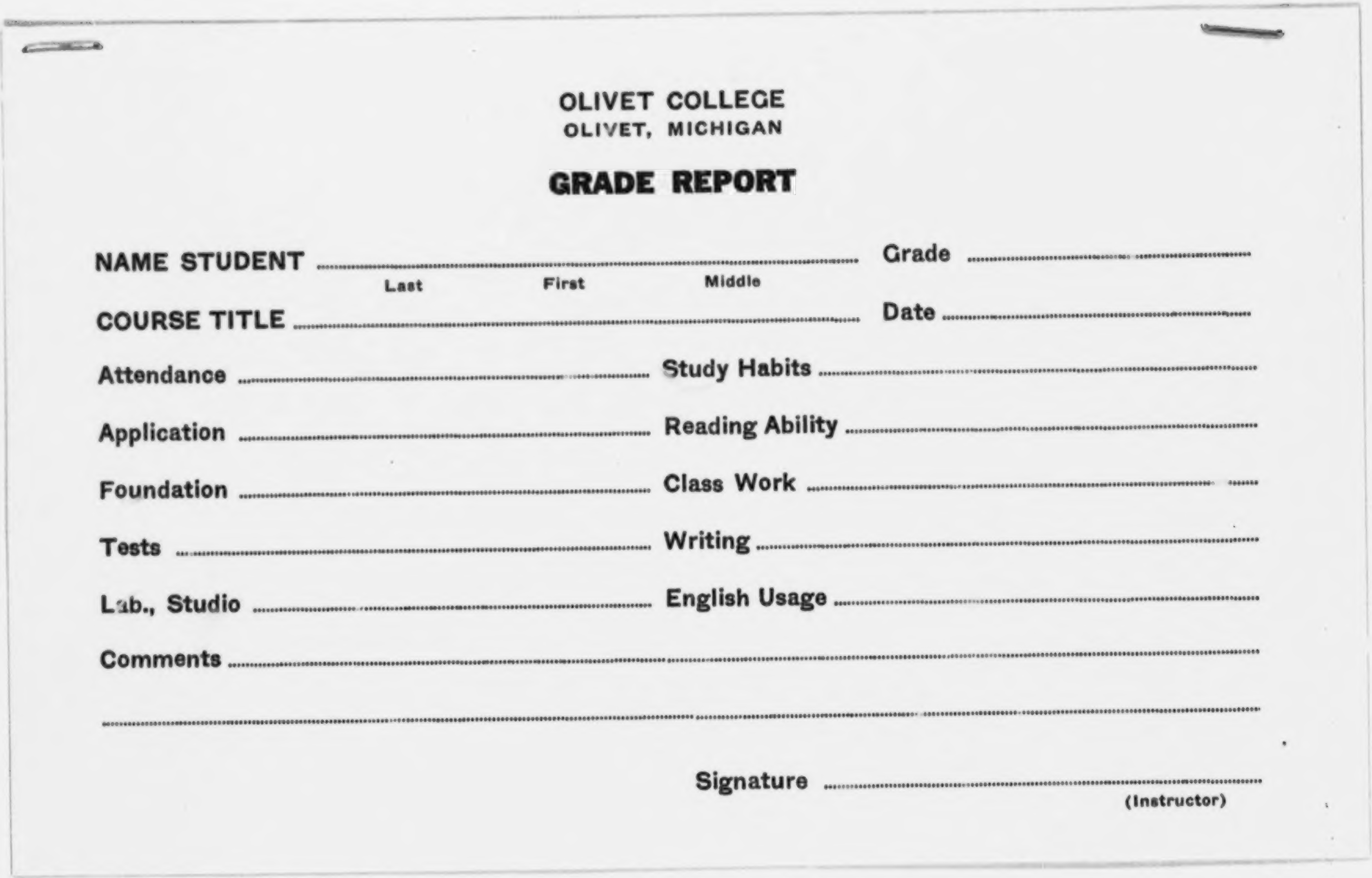
Results of Psychological Tests

Date:

Extracurricular Activities

GAGE'S 59-2259

EXHIBIT C



OLIVET COLLEGE
OLIVET, MICHIGAN

GRADE REPORT

NAME STUDENT .... Grade ....
Last First Middle

COURSE TITLE .... Date ....

Attendance .... Study Habits ....

Application .... Reading Ability ....

Foundation .... Class Work ....

Tests .... Writing ....

Lab., Studio .... English Usage ....

Comments ....

....

Signature ....
(Instructor)

EXHIBIT D

OLIVET COLLEGE

Olivet, Michigan

To: ______________________________

This form constitutes a contract with Olivet College for the academic year 1960-1961, subject to approval by the Board of Trustees. You are offered an appointment to the faculty with the following terms:

Area of teaching: ______________________

Rank: ______________________

Salary: ______________________

Terms of payment: ______________________

Responsibilities other than classes: __________

____

and such others as may be agreed on.

Comment: ______________________________

____

____

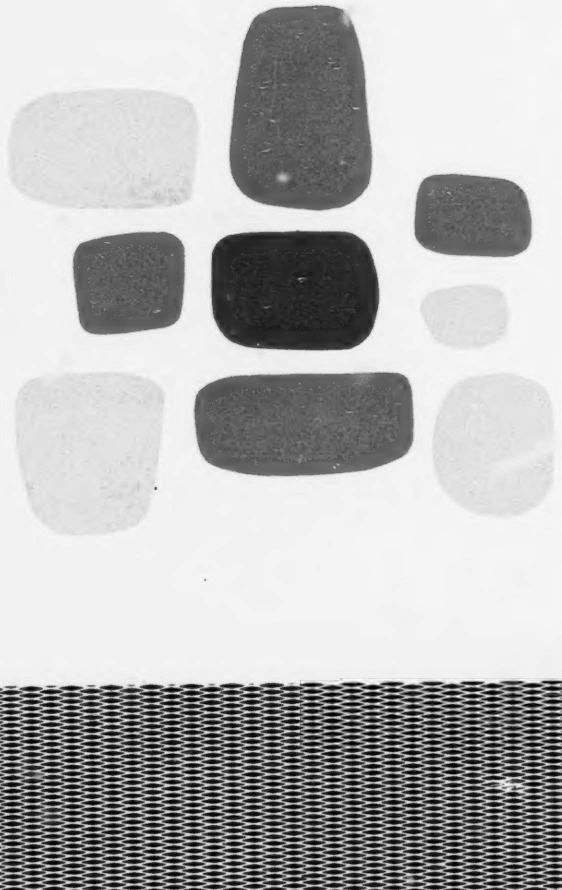
____

Your signature at the bottom will indicate your acceptance of this contract offer. Will you please return one copy of this form by Tuesday, April 19.

Signed: ____________________
President

Signed: ____________________
Dean of the College

____



Olivet

a master plan

I am pleased to present this brochure outlining the Master Plan for Olivet College. At its homecoming meeting on October 17, 1959, the Board of Trustees approved the Master Plan as prepared by Meathe, Kessler and Associates, Architects, subject to whatever modifications may be necessary in the future. The Board also passed a Resolution of Appreciation to Mr. W. Hawkins Ferry of Detroit for his generous gift in underwriting the costs of preparing the details of this plan, including a beautiful scale model and the printing of this brochure. This is a most splendid gift and enables us to proceed directly toward the implementation of the plan. The completed plan will provide the necessary facilities to carry on the growing program of the College for many years to come. It combines architectural excellence with the natural beauty of the existing campus and when finished will provide a most significant contribution to higher education. I commend it most sincerely.

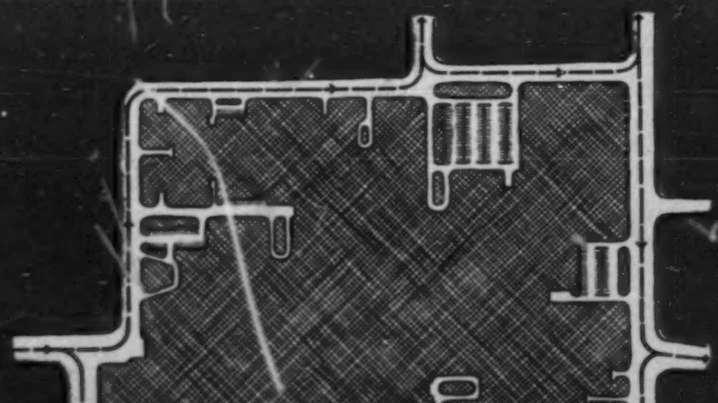
Gorton Riethmiller

President, Olivet College

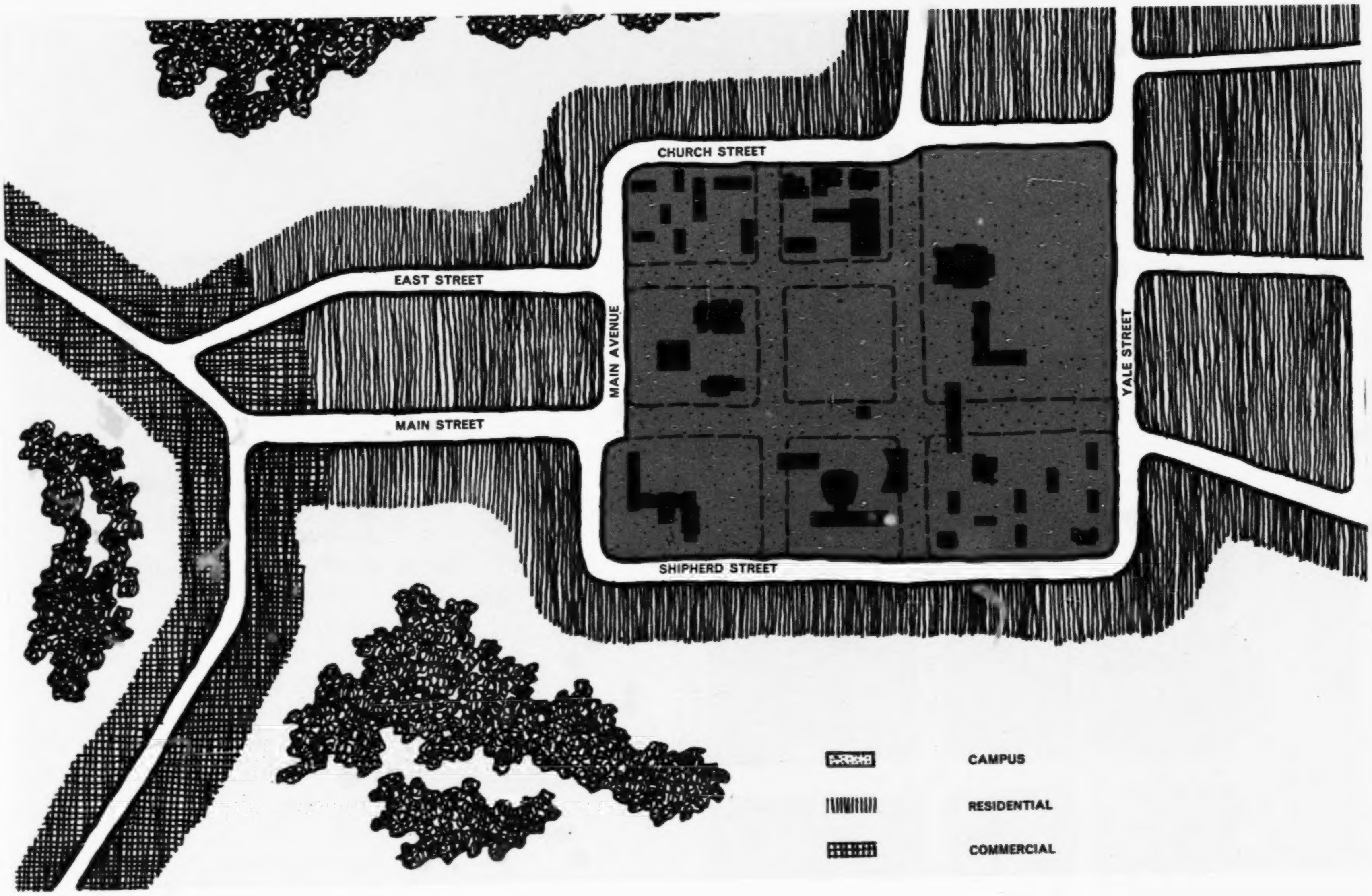
A college campus is a living organism constantly subjected to the laws of growth and change. This growth needs careful attention and imaginative planning to provide for the increasing number of college students enrolling every day and the expected flood of enrollment in the future. The realization of this fact prompted the administrators and alumni of Olivet College to think in terms of a Master Plan that will lay the growth pattern for the coming years and anticipate the needs of the college at its optimum size of approximately one thousand students. The broad aim of the plan was to preserve the general atmosphere that has traditionally typified Olivet and made it such a desirable institution of higher education. The various buildings are grouped into a unified complex, closely knit, generating an intimate and informal atmosphere which constitutes the timeless solidarity of a well founded college. Further objectives included an effort to arrive at a direct harmony between the various academic and extra-curricular activities through a close integration of learning, housing and relaxation activities. Commensurate with the philosophy maintained in Olivet College throughout the years, students and faculty housing are intermixed. Olivet educators would extend their guidance beyond the realm of the classroom and be on hand for any advice to their students on a more informal basis.

COND:1844

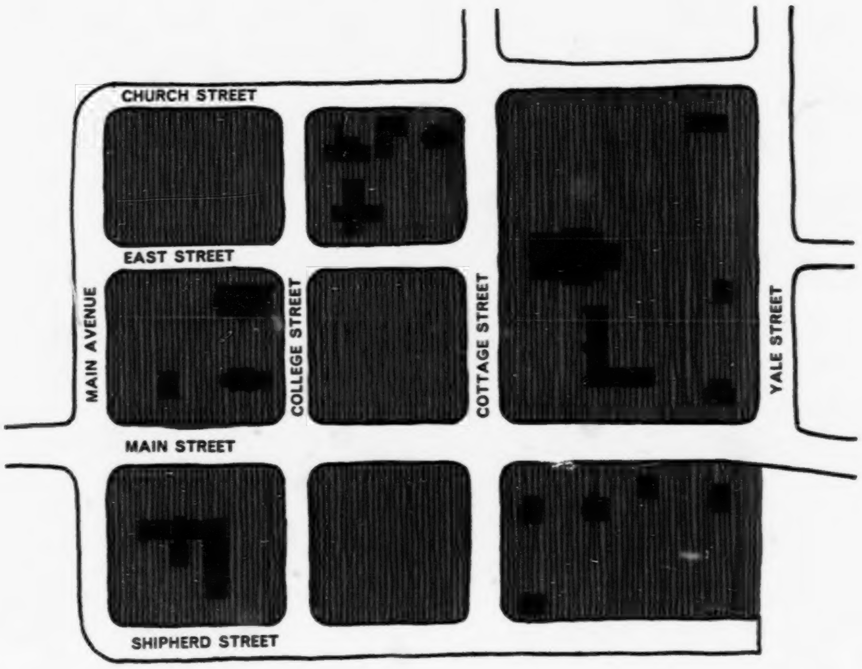
Of significant importance are the ties between the town of Olivet and the College. Traditionally, these ties have been very strong and every effort was made in the Master Plan to further cement this relationship both physically and culturally. Although a college campus is a well-defined entity in the community in which it functions, it provides intellectual leadership and enlightenment for the outlying areas and constitutes a living symbol for all those who are affected by it. The campus is, at the present time, seriously split into small city blocks by through traffic. Main Street is a state highway and therefore carries a large amount of traffic deemed to be prejudicial to the serenity and proper functioning of the college. With the future relocation of U.S. 27, Main Street will become a local street. It will then be possible to close it at Campus and relocate traffic to Shipherd Street which will be enlarged eastwardly. The discontinuation of East Street, Cottage and College Streets on Campus will not interfere with the traffic from town but will eliminate vehicular traffic through Campus, creating a wonderful opportunity for a safe and pleasant environment. Educational Buildings, dormitories and other housing units are serviced through the peripheral ring surrounding the Campus. Parking facilities are amply provided to accommodate faculty members, students and visitors.



TRAFFIC & PARKING PATTERN


CHURCH STREET
EAST STREET
MAIN AVENUE
MAIN STREET
YALE STREET
SHIPHERD STREET
CAMPUS
RESIDENTIAL
COMMERCIAL

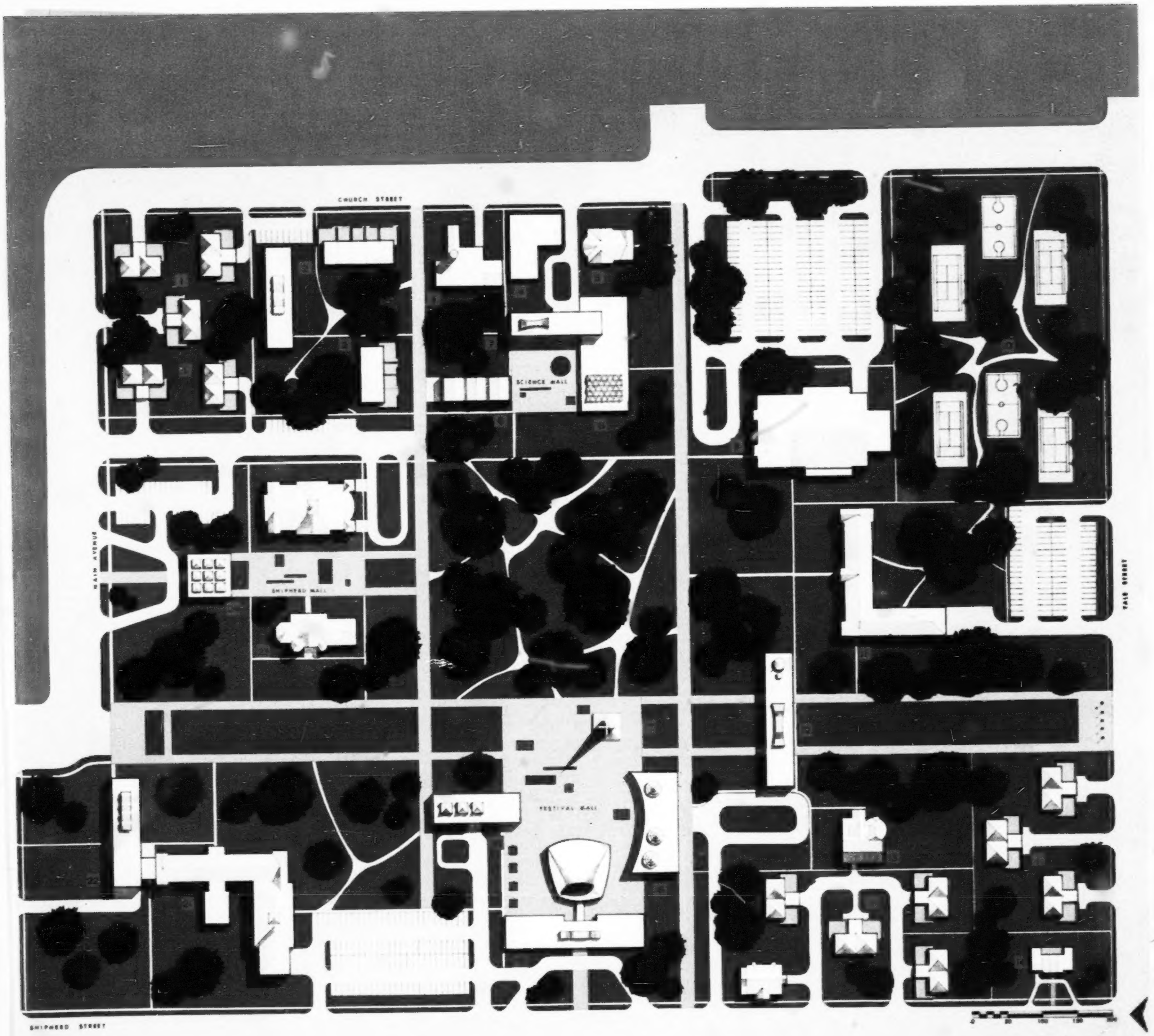
the college and the city

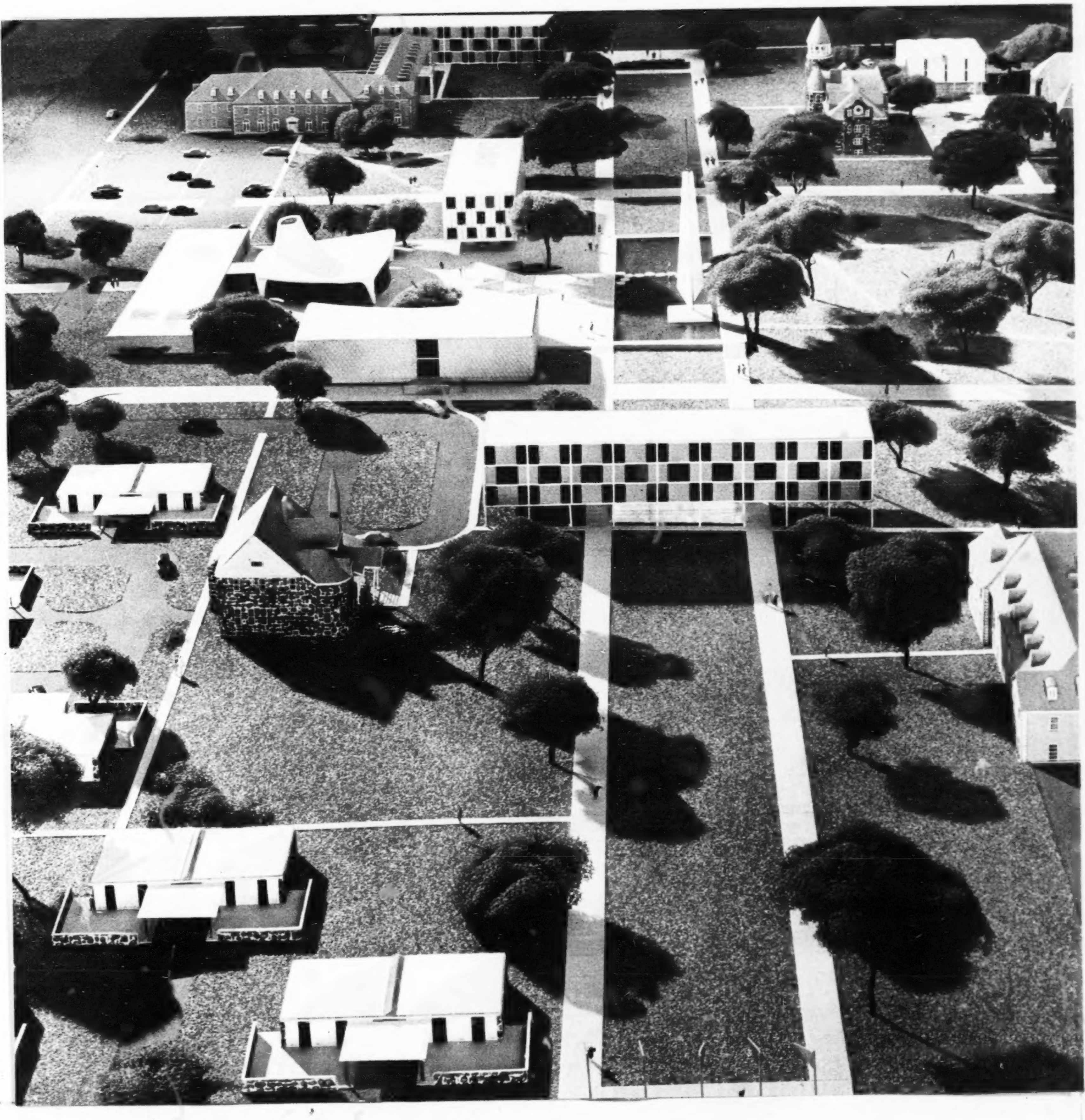

CHURCH STREET
EAST STREET
MAIN AVENUE
COLLEGE STREET
COTTAGE STREET
YALE STREET
MAIN STREET
SHIPHERD STREET

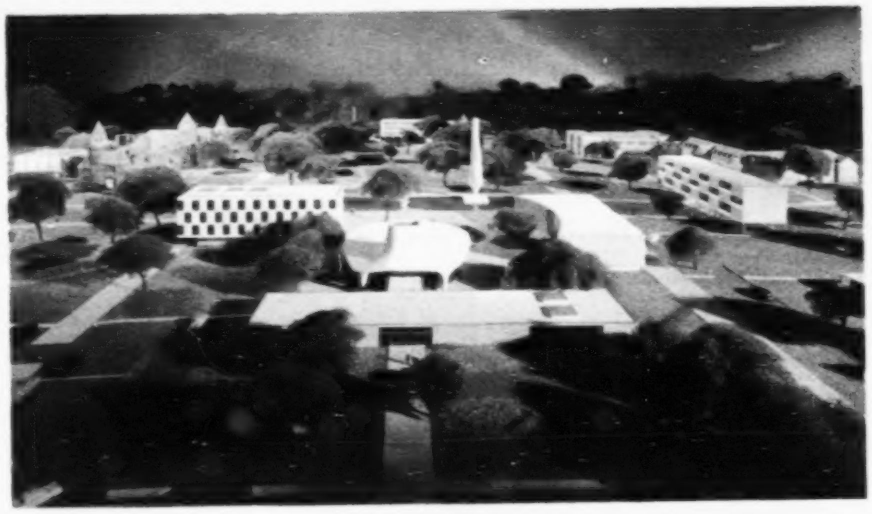
1. Faculty & married student housing
2. Faculty & married student apartments
– 3. Power house
– 4. Maintenance Building
– 5. Adelphic Hall
6. Biology Building
7. Science & Physics Building
8. Science Offices & Administration
– 9. MacKay Gymnasium
10. Intramural Field
– 11. Blair Hall (Men)
12. Men's Dormitory
– 13. Phi Alpha Hall
14. President's House
– 15. Soronian Hall
16. Fine Arts Building
17. Bell Tower
18. Auditorium
19. Student Center
20. Humanities Building
– 21. Dole Hall (Women)
22. Dole Hall Addition
– 23. Burrage Library
24. Administration Building
– 25. Congregational Church

– Existing Buildings

present and future campus


CHURCH STREET
SCIENCE MALL
MAIN AVENUE
SHEPHERD MALL
YALE STREET
FESTIVAL MALL
SHEPHERD STREET



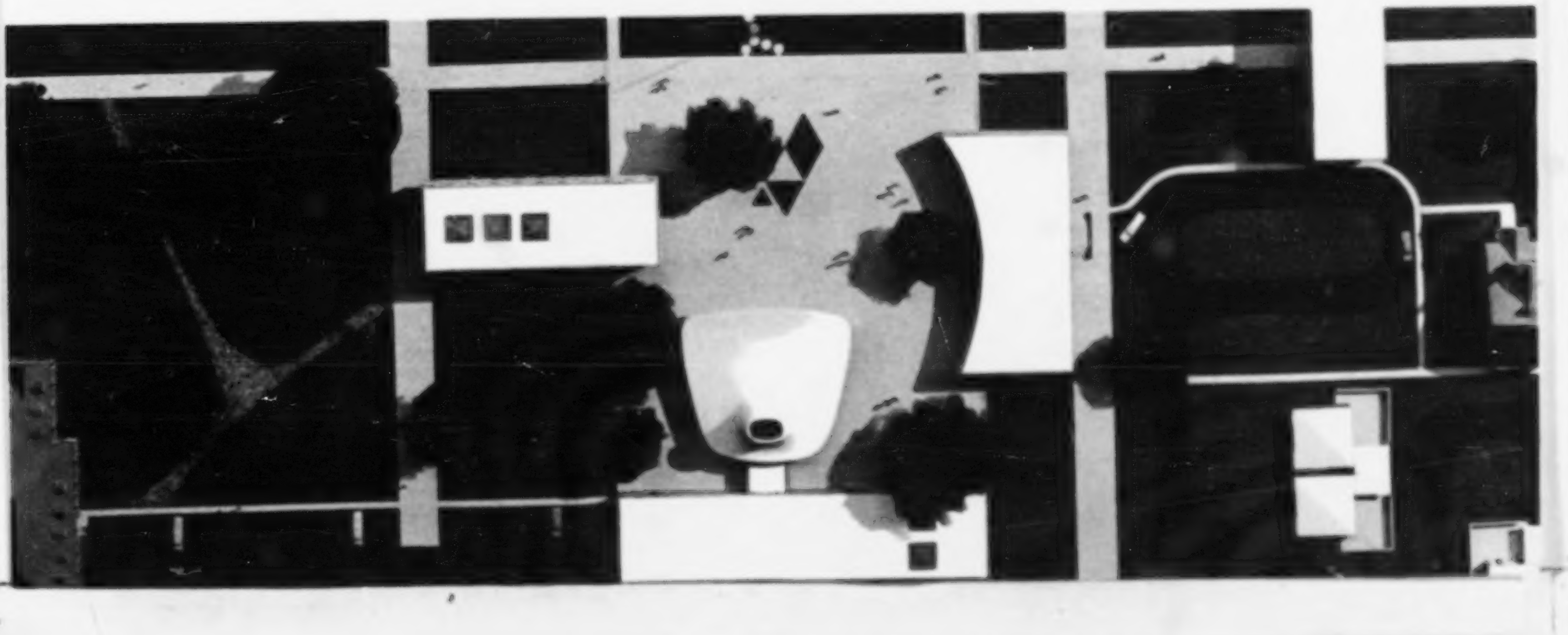


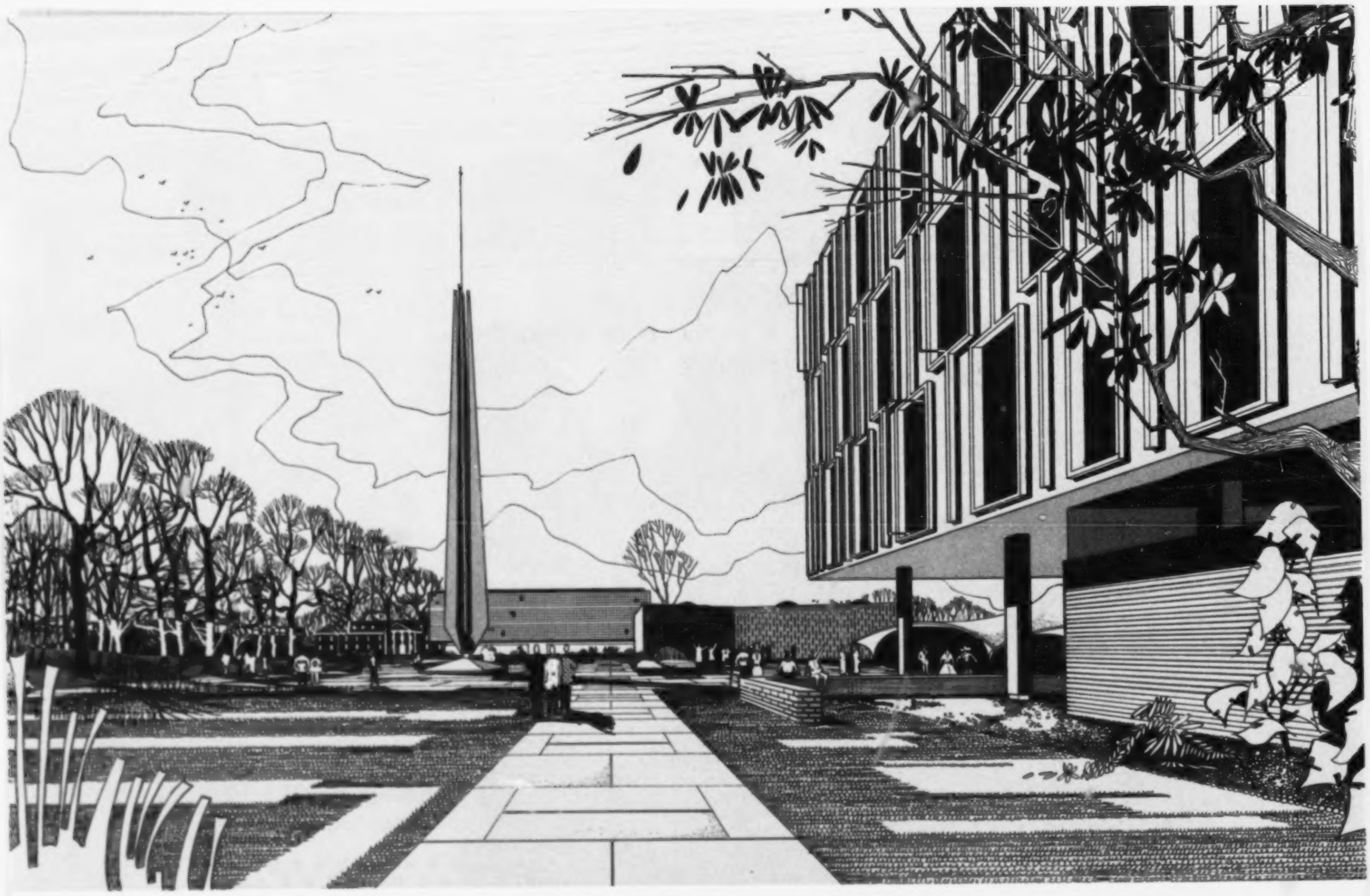
Tradition is the tie to the past and the guiding light to the future. Olivet College boasts of a tradition that started when Father Shipherd founded the College in 1844. Throughout the years that tradition has blossomed and at the same time adjusted itself to the conditions of its present day. Teaching methods, as well as the physical buildings, reflected the spirit of its time. Today we are faced with planning for the future. While looking back for inspiration we search for modern tools and ideas. The new campus will form an integration of the old and the new, reflecting our pride in the past and our hope in the future. The huge oaks on campus have been preserved in order to retain the rural and friendly atmosphere existing on campus. New vistas and paved malls have been created for the enjoyment and gathering of the students. In this more pleasant atmosphere we expect our youth to develop an esthetic appreciation of the spaces around them and an intellectual curiosity towards physical environment.

olivet's tradition

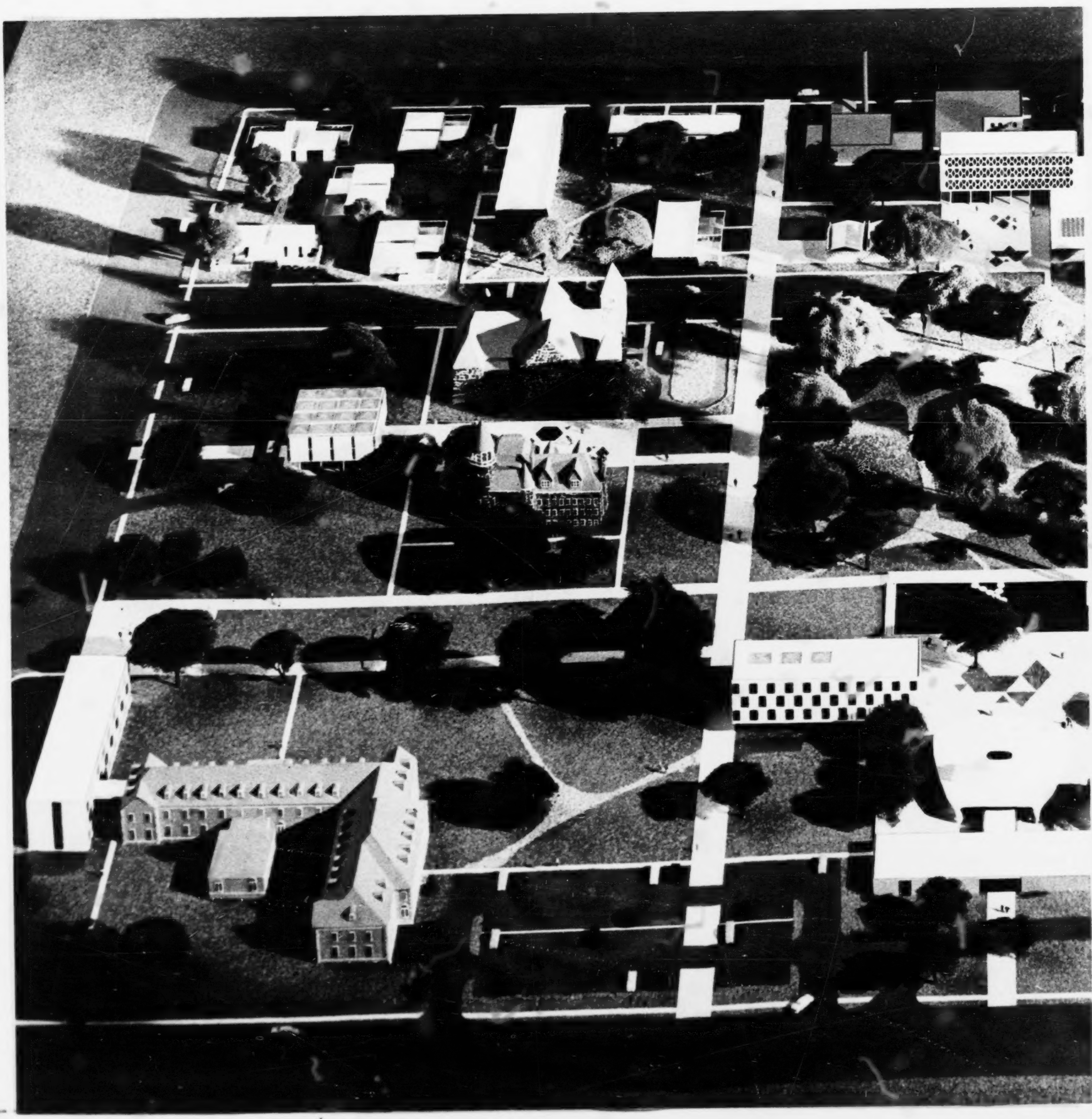
The Master Plan proposes the creation of a "Festival Mall" to be located on the site of the old Shipherd Hall. The Mall will be surrounded by a Humanities Building, a Fine Arts Building, an auditorium designed to accommodate the entire faculty and student body and a student center with facilities for dining and recreation. The Mall will be the nerve center of the campus, encouraging informal gatherings and discussions. During the summer, drama and art festivals could be performed on the Mall. At the edge of the paved area and in line with the approach from town will stand a memorial bell tower which will rise over the surrounding country side, symbolizing the soaring spirit of Olivet. The student center and auditorium are planned to relate closely to town and be directly accessible from Shipherd Street.

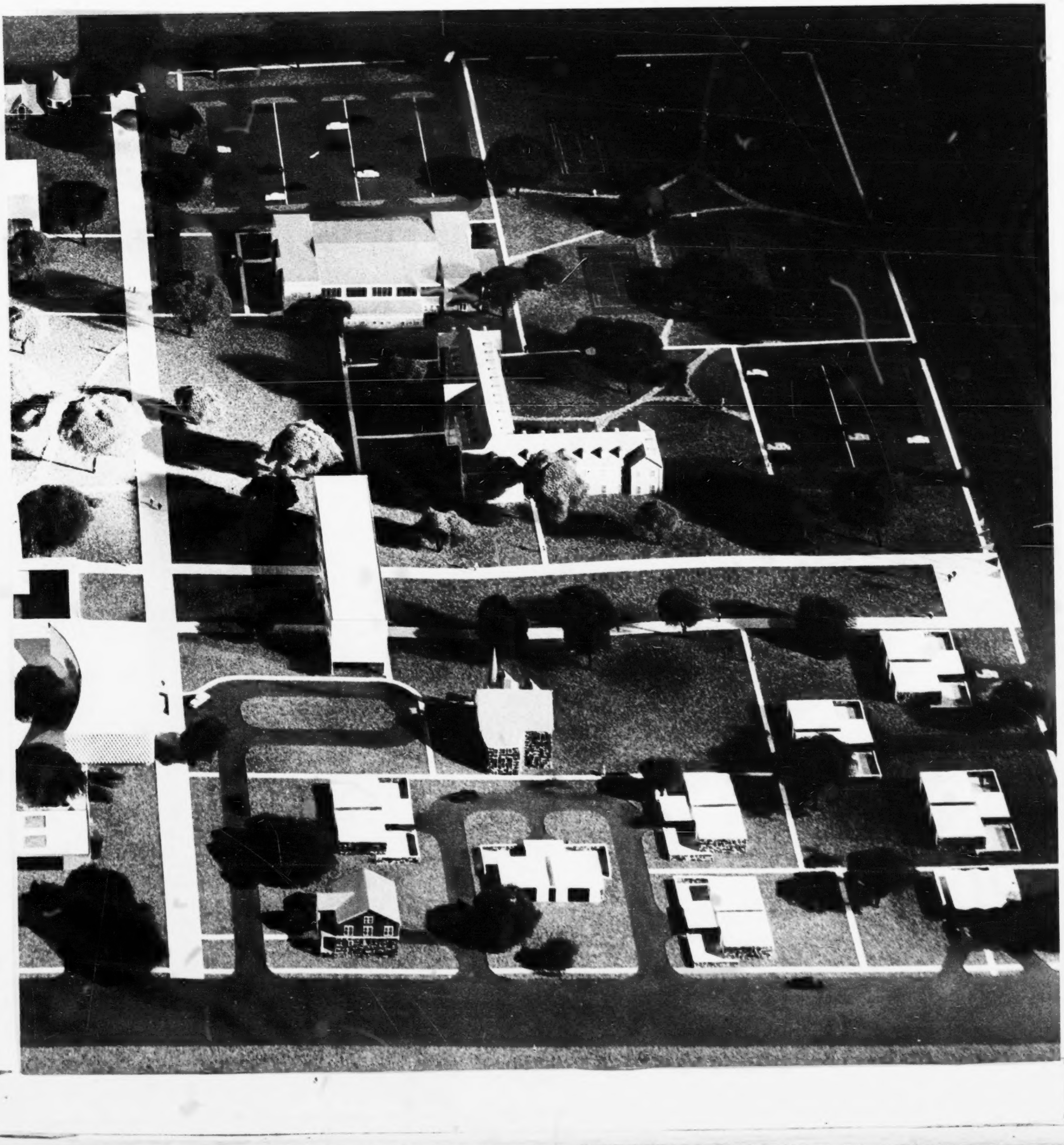
Humanities Building	4 floors	20,800 sq. ft.	@ $16.00	= $332,800
Fine Arts Building	2 floors	15,400 sq. ft.	@ $17.00	= $261,800
Student Center	1 floor	20,000 sq. ft.	@ $18.00	= $360,000
Auditorium	1 floor	10,000 sq. ft.	@ $21.00	= $210,000
Memorial Tower				$ 50,000

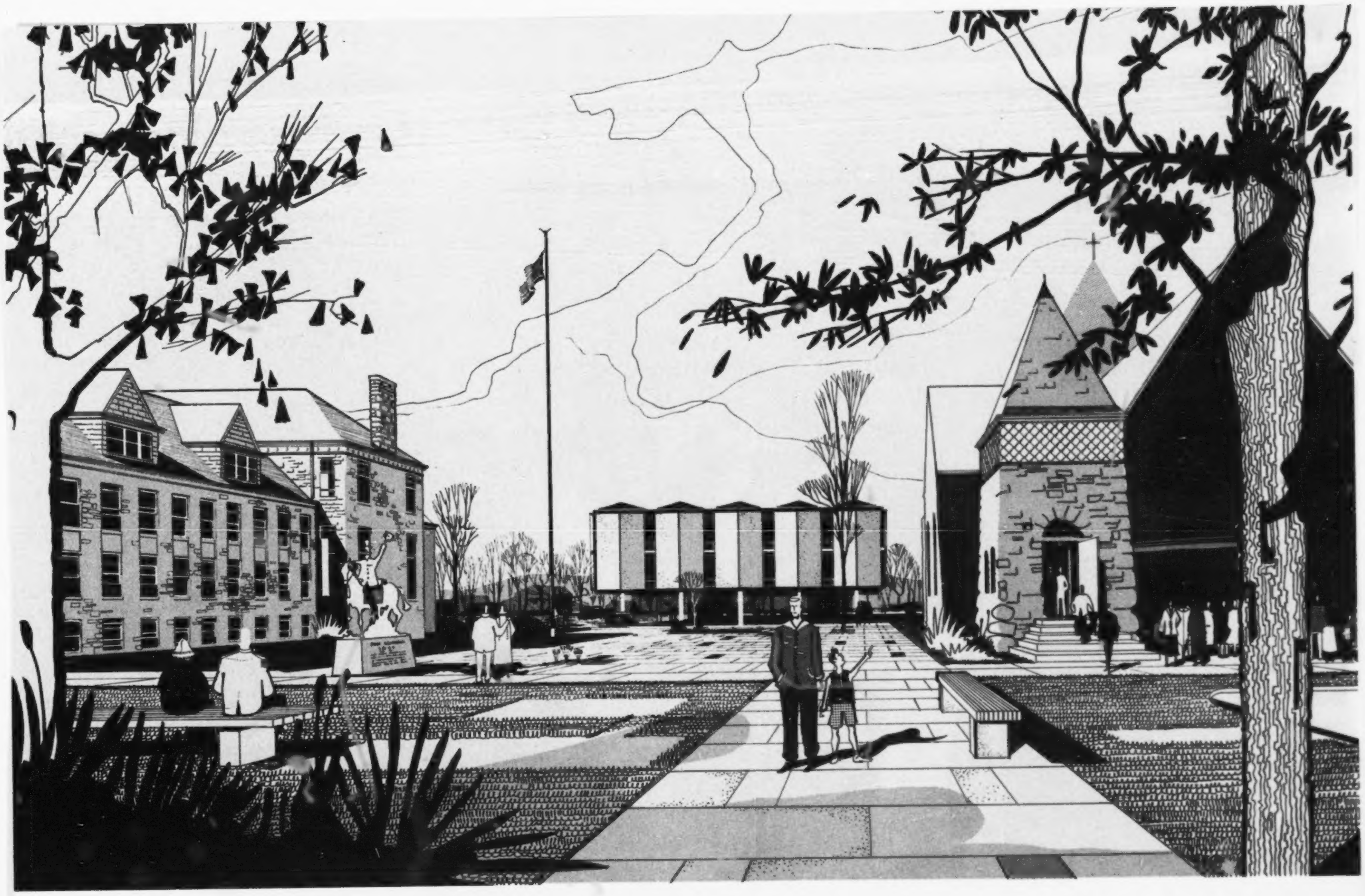




festival mall



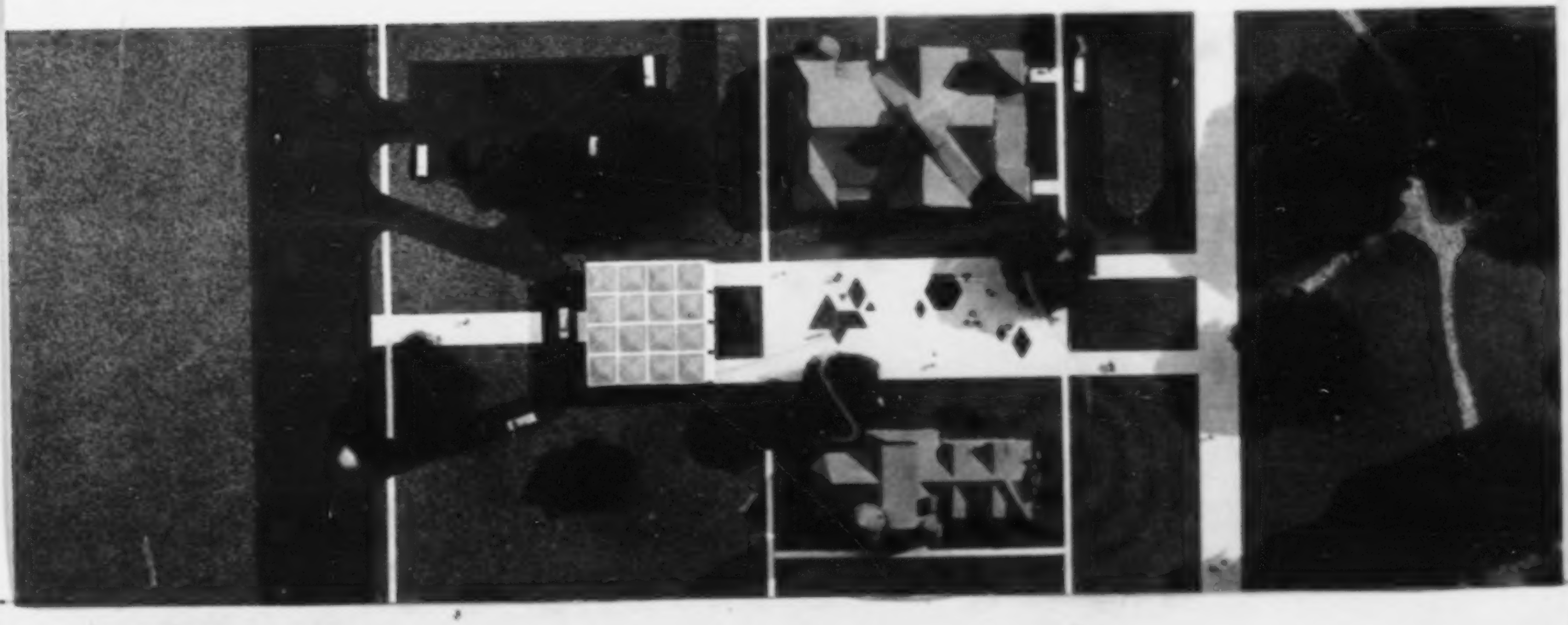


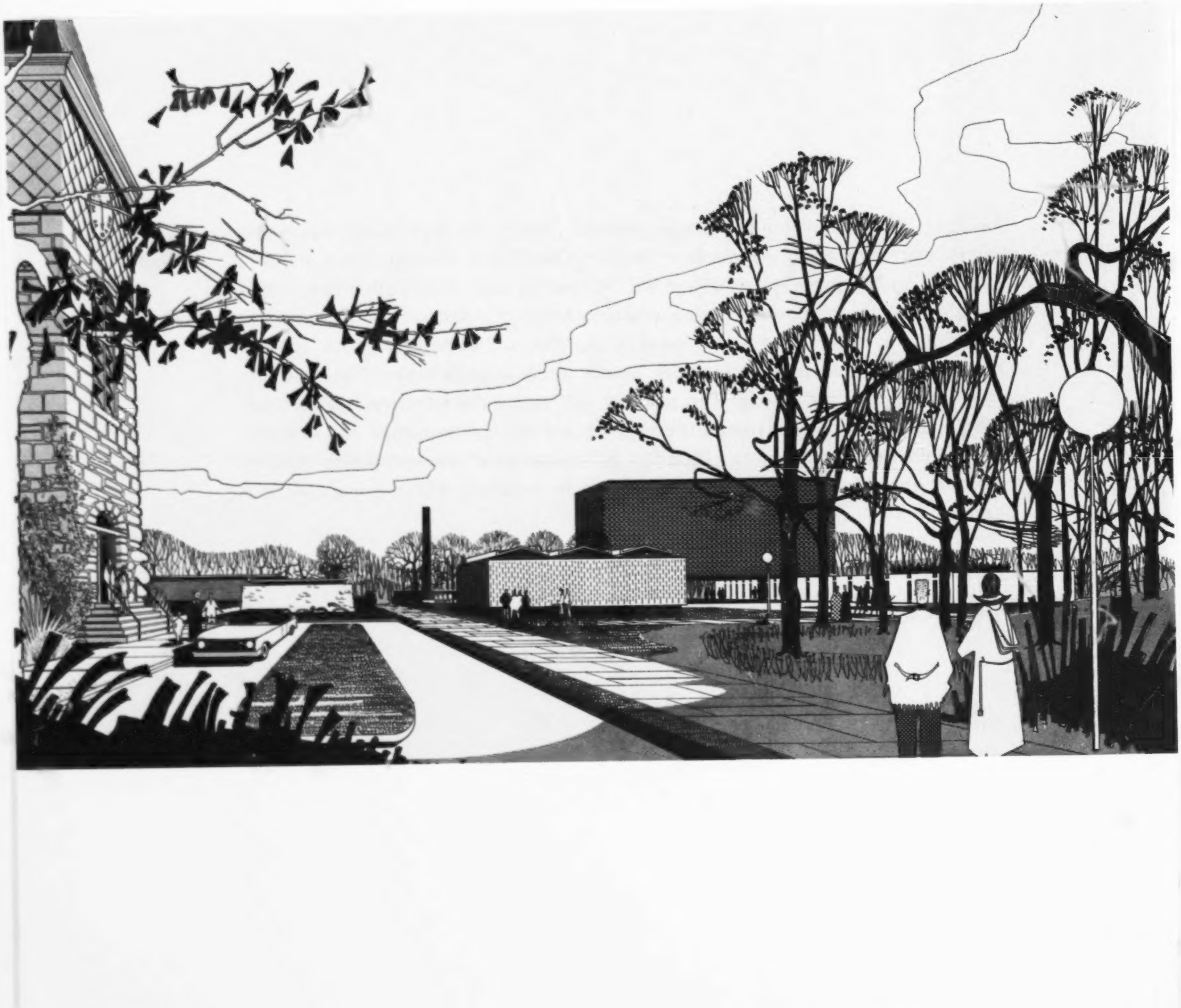


shipherd mall

The formal arrangement of the Congregational Church, Burrage Library and a new Administration Building, suggests a "Shipherd Mall" as a tribute to the founder of Olivet College. In this atmosphere of the old and the new, amid Father Shipherd's statue and Memorial Fountains, the students will find a pleasant atmosphere for study and meditation. The Administration Building will be located at the edge of Campus with ample parking facilities readily accessible to visitors and parents upon their arrival at Campus. The building will house the administrative offices, board rooms and meeting rooms. Burrage Library will be remodeled and modernized in order to handle more efficiently the demands of the increasing student body. At some future date the library should be replaced with a more adequate building.

Administration Building................	3 floors 15,000 sq. ft. @ $18.00 =	$270,000
Remodeling Burrage Library...........	estimated......................	$ 75,000

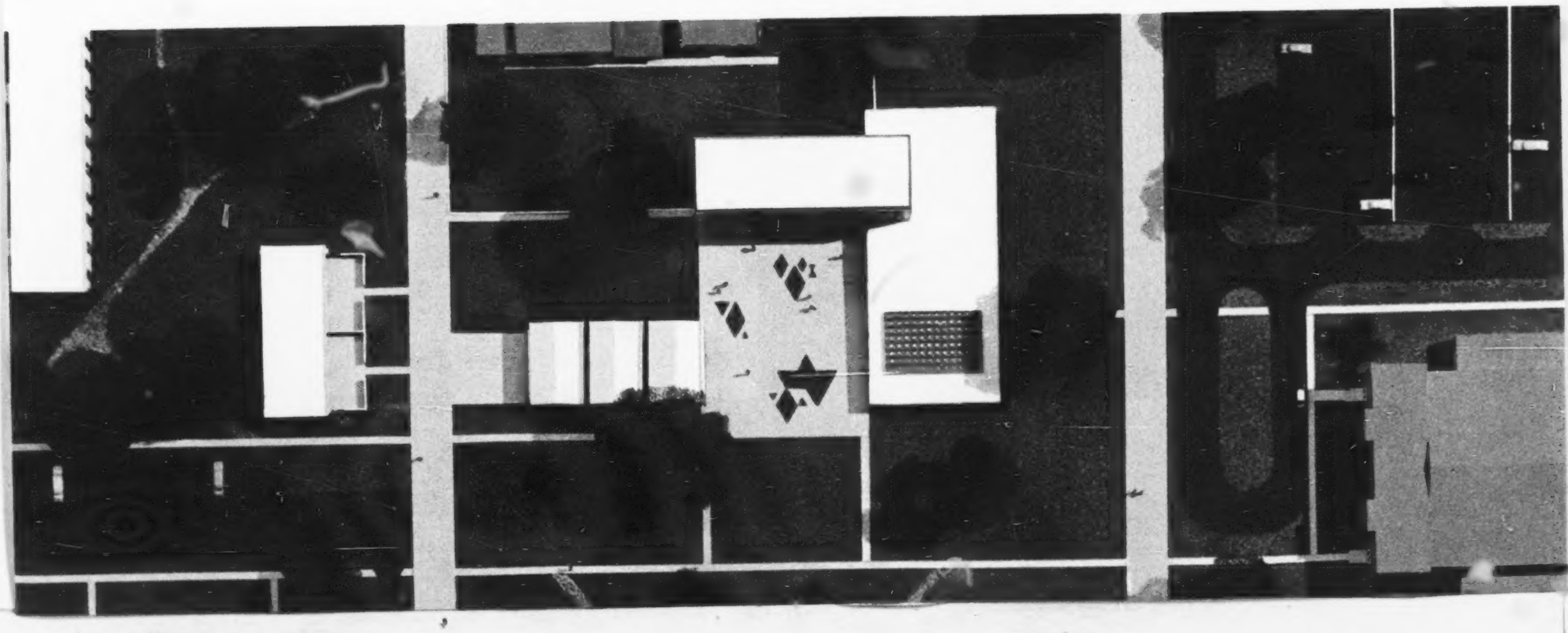




science mall

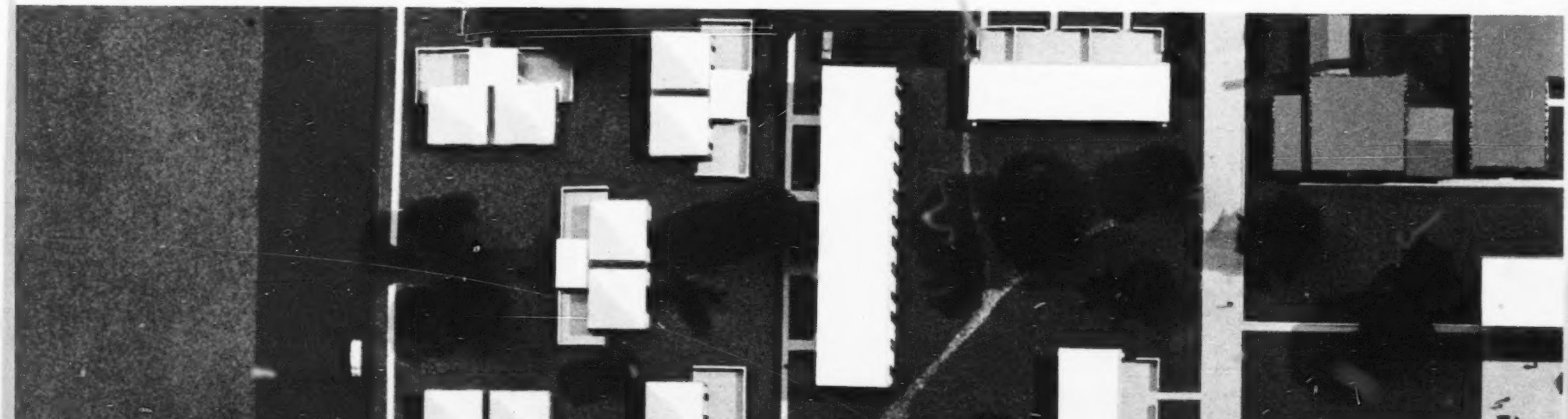
Science is one of the major keys to the future and an ever increasing factor in our daily life. In this present day and age it is vital for Olivet College to supplement the students' education with a sound and informative knowledge of the sciences. The science complex will consist of a biology building for classrooms and laboratories, a low building, housing faculty offices and a small auditorium for science lectures. Chemistry and physics classrooms will be located in a three story building with adequate facilities for laboratories, encouraging original and creative research. Surrounded by the buildings will be a landscaped paved area, designed to create an intimate space overlooking and flowing into the park. The buildings will be serviced from Church Street, in order to free the campus from vehicular traffic.

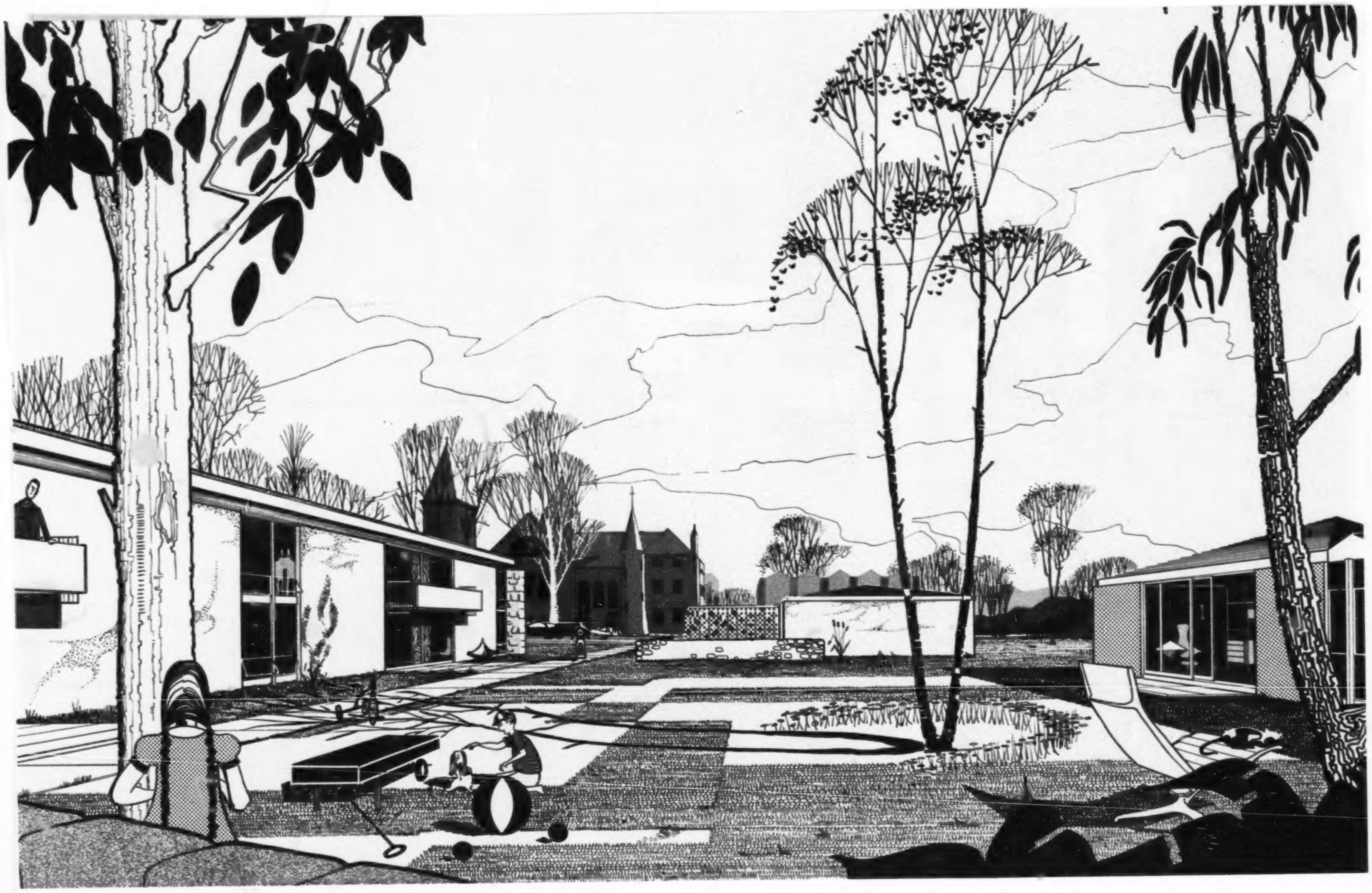
Biology Building	2 floors 10,000 sq. ft. @ $21.00 = $210,000
Science Office and Auditorium	1 floor 10,000 sq. ft. @ $19.00 = $190,000
Science & Physics Building	3 floors 21,000 sq. ft. @ $22.00 = $462,000



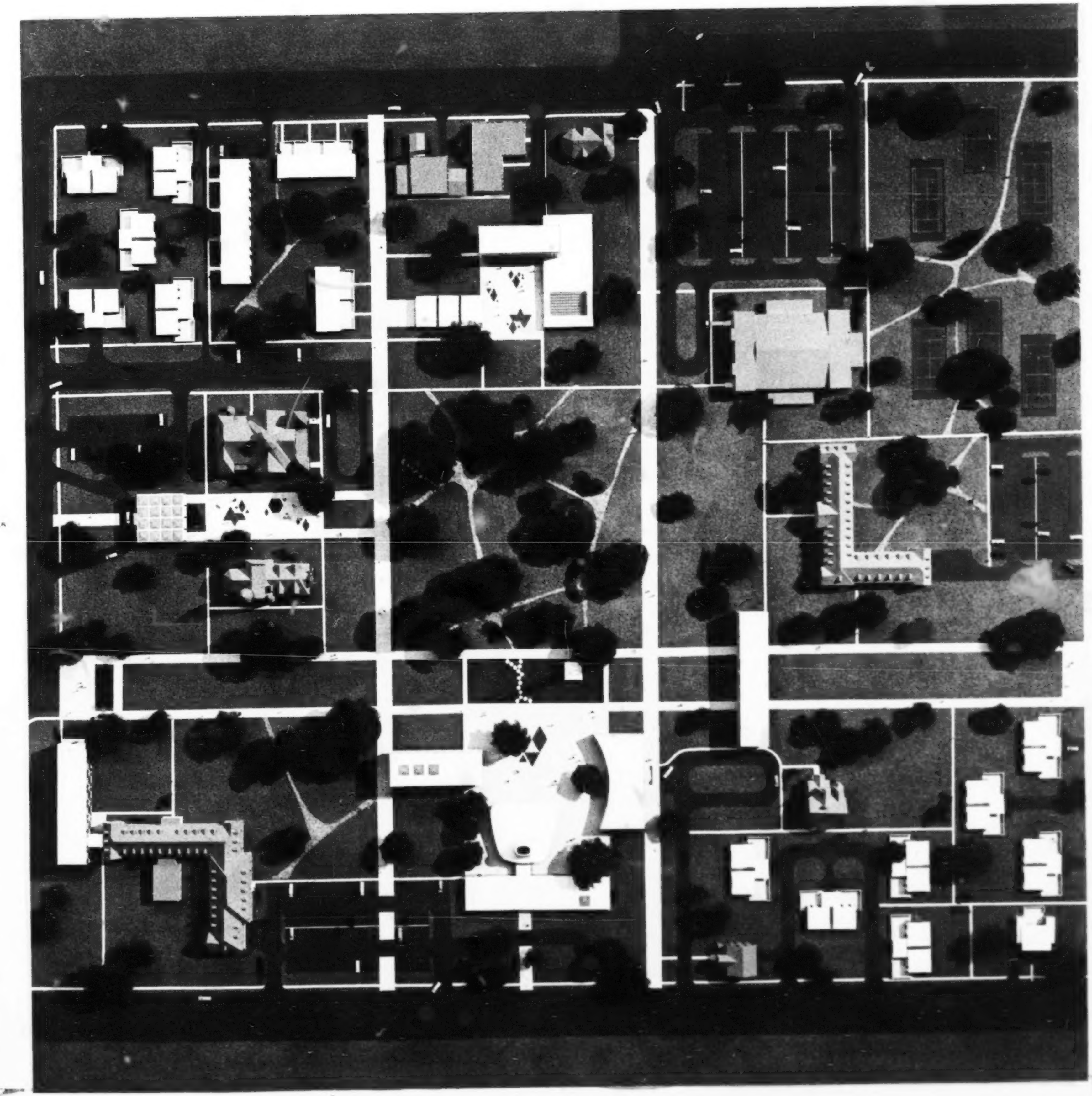
It has always been the endeavor of Olivet College to encourage friendly contacts and informal relationships between the students and their teachers. In line with this philosophy, living quarters for faculty and students are intermixed. Apartment buildings, dormitories and semi-detached housing are closely related to the activities of campus life. Pedestrian walks, free of vehicular traffic, link the housing to the academic buildings. A new wing will be added to Dole Hall, forming the north boundary to Campus. The present dining room in Dole Hall will then be converted to provide additional sleeping quarters. The new addition to Blair Hall will be an independent building erected over Main Street. This construction will be completed upon the closing of Main Street and will help create a feeling of enclosure necessary for the intimacy of the campus. Adequate off-street parking is provided for the dormitories and residential units.

Dole Hall Addition	3 floors 17,000 sq. ft. @ $19.00	= $323,000
New Men's Dormitory	3 floors 21,000 sq. ft. @ $18.00	= $378,000
Semi-detached Housing	24 units @ $15,000 per unit	= $360,000
Apartments	15 units @ $12,000 per unit	= $180,000





housing



A master plan is a framework of growth, a blue-print for the future and a way of organizing expansion into a cohesive form. A campus does not grow into an organized pattern unless it is carefully attended to, for only a thorough study of the expansion of the physical facilities and teaching methods will solve today the problems of tomorrow. The master plan has established a direction for the future. It is therefore important to adhere to its various components in future work and to carry out the philosophy outlined. Since no plan is valid unless implemented, Olivet looks to its Alumni and friends for support in carrying out this undertaking. Achievement, quality and progress have been the guiding forces in the traditional policy of the College and it will continue to direct our steps in the future. Since Olivet is a private college, funds are solicited from those who believe in this kind of education. There is no finer way to serve one's family, one's church, or one's belief in American ideals than by supporting generously an institution sincerely devoted to the best of these causes.

implementing the master plan

This plan will be completed through the cooperation of the several elements of the entire constituency of the College. The plan here described is designed to enhance and enrich the best ideals of this fine traditional and typically American institution. Our youth deserves no less than proper and functional facilities in a good learning environment. Only as we give of our best can we expect the best from them. This is not a matter of marble halls and ivory towers, it is a matter of decent equipment, a properly constructed and well-organized plant, with modest attention to esthetics and the inspiration of simple beauty. Each educational facility described in this plan is needed now, but we can construct these only as funds permit. It, therefore, becomes necessary to establish a list of priorities according to most pressing needs. The Student Center, Fine Arts Building, Science Building and Humanities Building are needed in that order. This is not to minimize the other needs which are virtually as great. Housing facilities will be necessary as enrollment growth demands. Construction of each facility will be undertaken as finances and organization permit. In the meantime it should be noted that adjustments and shifts will be required to effect as strong a program as possible. The successful conclusion of the plan described in this brochure is vital and important. Those who participate in its growth will find it intriguing and satisfying. America will never be stronger than the quality of the leadership and citizenship developed in institutions dedicated to the very highest aspirations of man in harmony with the laws of God. Olivet College is making every effort to be such an institution.

ADMINISTRATIVE OFFICERS

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James Newcomer	*Dean of the College*
Robert L. Vanderveer	*Business Manager*
Alfred E. Gilmour	*Dean of Students*
Helen M. Mitchell	*Registrar*
Kent S. Morse	*Director of Admissions*

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